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ABSTRACT

This course in spoken Malay is intended for use in introductory conversational classes. Book I in the two-volume series is divided into two parts, each containing five learning units and one unit devoted to review. Each unit contains sections including (1) basic sentences, (2) hints on pronunciation, (3) listening comprehension exercises, and (4) conversation exercises. The lessons, based on common cultural experiences, are structured for independent study of classroom use. For the companion volume, see FL 004 871. (RL)

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Spoken Malay

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BOOK ONE

by ISIDORE DYEN *with the collaboration of*

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FL004 .S86

Spoken Language Services, Inc.

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GENERAL FOREWORD

This is one of a series of self-teaching textbooks in more than thirty languages initially prepared and published for the Armed Forces and now offered to the general public. Like every other book in the series, it is the product of teamwork between numerous collaborators. The authors of the various books have conformed throughout to the patterns developed by the experience of the group.

A brief review of the origin and growth of the program to produce these texts will not only be of general interest in itself but will also provide some indications of the manner in which they may be most efficiently used as well as some of the limitations of their employment.

Early in 1942, within a month of Pearl Harbor, the Joint Army and Navy Committee on Welfare and Recreation began consideration of the means whereby large numbers of troops might be instructed in the colloquial forms of the numerous languages spoken in the areas in which they were likely to be employed. A survey of materials already available for such instruction confirmed their suspected inadequacy. Many of the pertinent languages had never been taught in the United States; few of them had ever been studied or described by competent linguists. Only the unusual textbook was designed to teach the spoken forms to linguistically untrained students, and even when a book was available, it was, as often as not, written in French, German, or Dutch, or for some other reason, not susceptible of general use. Consequently, the first necessity was a program of basic implementation which would provide materials, as nearly uniform throughout the various idioms as practicable, for elementary teaching of spoken language to Americans without special linguistic training or, indeed, aptitude. The form of the materials had to be such that they could be used for self-instruction in situations where no competent teachers were available.

There had been little study of most of these languages in America. But the Army and Navy fortunately did not have to start completely from scratch, for several months previously the American Council of Learned Societies had organized its Intensive Language Program for the purpose of developing teachers, teaching materials, and instruction in all languages not normally taught in the United States, yet likely to be necessary in the war effort. Most of the compe-

tent technical linguists in the country were gradually being absorbed into this Intensive Language Program through their membership in the Linguistic Society of America, that constituent of the Council most concerned with this subject-matter. The Joint Army-Navy Committee drew the Intensive Language Program into its deliberations and planned a development of language instruction for the Armed Forces. Responsibility for the prosecution of this development was entrusted to the Army Education Branch of what is now the Information and Education Division, A.S.F., functioning through its subsidiaries, the Language Section and the Editorial Staff of the United States Armed Forces Institute. These in turn called upon the Intensive Language Program of the Council for coöperation in the production of materials, a coöperation which has since been so intimate that it is impossible to tell what proportion of any single operation is the responsibility of each.

The series of more than thirty language textbooks is one result of this coöperative effort. Each textbook is designed to provide materials for approximately the first two hundred hours of language study. It is divided into thirty learning units, the first twelve of which are accompanied by twenty-four double faced recordings of the foreign language material contained in them. Mastery of the thirty units will give the student not only a sufficient general vocabulary to perform all the language operations necessary for everyday life but enough skill in the manipulation of this vocabulary to provide adequate control of it. It is with respect to this latter — manipulation of the elements known — that most language instruction is weak. While the primary emphasis is upon the spoken tongue, the student should have begun reading well before the conclusion of the thirtieth unit, normally probably at about the twelfth, excepting in those cases where the spoken and the written forms are widely divergent.

The group responsible for the creation of this series believes that ideally one learns a foreign language most efficiently when taught intensively by a bi-lingual trained technical linguist while resident in the country to which the language is native. Since this happy state of affairs hardly ever exists, in practice recourse must be had to various successive approximations to it, approximations in which one or more of the desirable elements is attenuated or entirely wanting. This present series — text and records — is designed to be useful at the very lowest level of language learning, that is to say to the single student working by himself. In this case, the text takes the place of the trained linguist, and the records double for the native-speaker. Naturally, better results are obtained when, either in individual or classroom work, a native-speaker is available and

utilized as the texts direct. Here the text takes the place of the trained linguist; the records are still very valuable but not absolutely essential. These latter are the conditions under which the series has most commonly been successfully used. So on for successive approximations to the ideal, and even when this is reached, the selected materials and the pedagogic devices provided by these texts will be useful.

Prosecution of the war created the need for these materials to teach *spoken* language. Perhaps it is not to be assumed that under peacetime conditions the demand for speaking, as against reading or writing, competence will be of the same order. Fortunately the several competences are not incompatible; indeed, a very substantial body of proof exists that the acquisition of spoken competence in a foreign language is the most efficient first step towards the others. In addition there seems reason to believe that the second-half of the twentieth century will see much increased concern for instruction in *speaking* foreign languages, not only as the road to *reading* them but because the acquisition and the possession of colloquial control of a language not one's own is a humanistic educational experience in its own right not requiring justification by other criteria, because properly taught it is the most easily acquired of the several competences, because the multitude of foreign language broadcasts will dispose of the alleged uselessness of teaching spoken language to students who will never visit the countries in question, and because many more Americans than ever before will exercise their trades and professions abroad.

The coöperative nature of this enterprise can hardly be over-emphasized; not only has practically every listed author coöperated in the production of elements of the series other than his own, but also many of the most valued collaborators do not appear as authors at all. Linguistic scientists provided the descriptive analyses of the several languages; professional language teachers furnished pedagogical devices; specialists in education assisted in ordering the materials in accordance with the best principles of learning; printers, editors, and textbook designers contributed their specialized competences; technicians in the recording of sound made possible success in the exceedingly exacting operation of keying the records to the printed texts. Under such conditions it would seem almost invidious to cite the names of those collaborators, in addition to authors, whose contributions are more readily identifiable than those of others. Yet for the sake of the record, perhaps this should be done. The Intensive Language Program of the American Council of Learned Societies, without which this series would not have been possible or would have been of completely different character, owes its existence to Mortimer Graves, Administrative Secretary of the Council. Colonel

Francis T. Spaulding, Chief of the Army Education Branch above referred to, saw the implications of teaching language to American troops and assumed the responsibility for developing a program to this end. The detailed planning and construction of the series now presented owes more to Major (then Lieutenant) Henry Lee Smith, Jr., Officer in Charge of the Language Section in the Army Education Branch than to anyone else. Constant liaison with the Intensive Language Program was maintained through J Milton Cowan, its director during the preparation of the series. William E. Spaulding directed the Editorial Staff of the United States Armed Forces Institute. The dean of American linguistic scientists, Leonard Bloomfield of Yale University, gave unstintingly in many ways — ways as difficult to appreciate too highly as they are to describe succinctly. Almost the same may be said of Lt. Morris Swadesh, Lt. Charles Hockett, Robert A. Hall Jr., Norman A. McQuown, Doris Goss: José Padín, and others who served from time to time on a special advisory and editorial board.

The series is offered in the hope that it may modestly conduce to the improvement of teaching the speaking of foreign languages to Americans. The authors make no claim to perfection, indeed they are rather appalled at the task which they set themselves, and their pride in completing it under the existent conditions is tinctured with humility at the thought of the imperfections which must sooner or later come to light. But through the discovery of these imperfections will come progress, and nobody will be more greatly pleased than the collaborators on this enterprise if, a decade from now, the teaching of spoken foreign languages in America shall have reached such a developed stage that their first efforts will seem obsolete.

AUTHOR'S PREFACE

This book is presented to the public with some misgivings on the part of the author who is only too conscious of its many shortcomings. In a book that was produced under pressure of time many things can be improved. Nevertheless it is believed that, if properly used with a native speaker, this book will enable the conscientious student to achieve some degree of fluency in speaking and understanding Malay. The accompanying records, useful as they are, cannot be expected to replace a native speaker, for they cannot tell the student when he has made a mistake. They are, however, the next best thing to a native speaker and can also be used as a supplementary model.

The author believes that the translations of the Basic Sentences are substantially accurate, although he has no doubt that many of them could be bettered. Unfortunately neither of the Malay collaborators spoke English well enough to correct the translations of the Basic Sentences. Indeed, the author has not yet had the advantage of the aid of a native Malay speaker who was also familiar with English. However, the Malay Basic Sentences of each half-unit, after the first half of Unit 2, are so arranged that they form a continuous conversation. The title of the unit and a single reading of the sentences should ordinarily give the student a fairly clear notion of the setting and the speaker of each sentence. By this means the student can obtain some idea of the type of situation in which each sentence is used and at the same time he can gain a better understanding of the Malay than a translation alone can give him.

The author wishes to emphasize the contributions of (formerly Sergeant) Max Seitelman, Amat bin Haji Amir, and Amat bin Awal toward the preparation of this book.

Mr. Seitelman was assigned by the U. S. Army to aid me after he had completed the Army Specialized Training Course in Malay at Yale University. He collaborated in the completion of the first twelve units, after which he was assigned by the Army to duties with the Office of Strategic Services. Only the grammatical sections (called 'Commentary') of Units 1-12 are exclusively the author's.

Mr. A. b. H. Amir is the source of the Malay sentences of the first twelve units and it is his voice which is heard on the accompanying records. He was born in Kuala Lumpur, but spent a number of years in Singapore.

Mr. A. b. Awal is the source of the sentence material of the remaining units. He was born in Telok Mas, a small village near the town of Malacca, and he too lived for a time in Singapore.

I. D.

New Haven
June 6, 1946

INTRODUCTION

1. What We Are Trying to Do. This course in spoken Malay is designed as an introduction to the Malay language. It contains all the essential grammatical materials for learning to speak everyday Malay, and its vocabulary, though small, is built around a number of the most useful common situations and topics. It is based on the principle that your must *hear* a language if you are to understand it when spoken, and that you must practice speaking it in order to master its sounds and its forms.

A teacher of Malay will not always be available for those for whom this book is written. So the course has been made as nearly self-teaching as possible. This manual covers the course completely and requires the use of no other reference material. It explains in detail, step by step, how the work is to proceed, and sets the stage for the listening and talking which you are to do.

2. The Malay Language is spoken as their native language by about eight million people living in the Malay Penninsula (the Malay States and the neighboring parts of Thailand) and on certain islands of the Dutch East Indies: the Riouw and Lingga Archipelagoes, the eastern half of Sumatra, the northwest third of the island of Borneo (including British Borneo and the western part of Dutch Borneo), and the district of Batavia on the island of Java. Millions of people in the Dutch East Indies who speak some other language as their native tongue have learned to speak and understand Malay, which is used as the language of trade throughout the Dutch East Indies. Malay-speaking sailors are found in most of the large ports of the world.

All the people who speak Malay in the Malay Peninsula and in the Dutch East Indies will understand the kind of Malay presented in this manual, which is the kind of Malay spoken by the Malays living in the larger towns and cities of the sourthern part of the Malay peninsula. Malays elsewhere generally speak a kind of Malay that is only slightly different from that presented in this manual. But the kinds of Malay spoken on the island of Java (including Batavia), the eastern part of Borneo and the other East Indian islands east of Java and Borneo are somewhat different. Variations in language are perfectly natural and are found in every language in the world. So do not be

surprised if the pronunciation you hear does not quite match what is given to you in the manual or what you hear in this course. Imitate the person with whom you are speaking. He, in turn, will do his best to pronounce so that he can be understood. Likewise, do not be surprised at the use of gestures; they are a normal accompaniment to the language; whatever gestures you see native speakers using with their speech may be imitated.

3. How to Use This Manual. To help you in learning to speak Malay, this course makes use of two tools: a native speaker of the language, and this book. The two must be used together, as neither one is of any use without the other.

This manual has been so organized that it can be used to study by yourself or in a group. The group may or may not have a regular teacher; if you have no regular teacher, choose one of your number (called the *Group Leader*) to lead the others and direct their work.

4. A Native Speaker is the only good source of first-hand knowledge of the pronunciation and usage of any language. The method used in this manual requires the use of a native speaker of Malay, preferably a person who can be on hand through the course, or next best the voice of a native speaker recorded on phonograph records which are supplied with this manual. But even when a native speaker is present during the course, the records can always be used for additional study. The native speaker of Malay is referred to as the Guide; if you can get a Guide, use him as a source of information throughout the course. The Guide's job is to act as a model for you to imitate, and as a check on your pronunciation; it is *not* his business to be a teacher and "explain" the language to you. The Guide should be, if possible, a person who speaks more or less the type of Malay found in this manual; but he should speak this type of Malay naturally and without affectation.

5. The Book is divided into five major parts, each containing five *learning units* followed by one unit devoted to review. Each unit contains three sections. The first two of these sections—Secions A and B—have the same divisions. Section C has its own divisions.

In Part 1 Sections A and B have the following subdivisions:

1. Basic Sentences
2. Hints on Pronunciation
3. Practice on Basic Sentences

4. Review of Basic Sentences: Covering the English
5. Commentary
6. Exercise
7. Check-Up on the Exercise
8. Review of the Basic Sentences: Covering the Malay

In all the following major parts Sections A and B have fewer divisions although they have the same content as the earlier units:

1. Basic Sentences
2. Practice and Review (corresponding to 2, 3 and 4 above)
3. Commentary (corresponding to 5 above)
4. Exercise (corresponding to 6 above)
5. Check-Up and Review (corresponding to 6, 7, and 8 above)

In all units Section C has the following divisions:

1. Check-Up
2. Listening In
3. Conversation

Malay words of the learning units of each of the major parts are included in a word list printed at the end of the following Review Unit.

ERRATA

page 12, column 2, line 13: for *-mekan* read *-makan*

p. 30, col. 2: connect line 19 with line 18.

p. 46, col. 1, line 6 from bottom: replace the period with a question mark.

p. 52, col. 1, line 6 from bottom: for "there is a little 'sh' sound" read "there is little 'sh' sound"

p. 102, col. 1, line 11: for "other" read "others"

p. 102, col. 1, line 15: for "It" read "There".

p. 109, col. 1, line 5: for "earlier" read "before"

p. 158, col. 2, line 11: for *dŭě* read *kiě*

p. 182, col. 1, line 2 ff. from period: read "For each item in the list, make up a statement in Malay using the expression just as it appears. Then make up a question to which your sentence will be the proper answer. Practice the sentences by yourself out loud."

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6. The Basic Sentences in each unit are arranged so as to give you a number of new words and a number of new ways of saying things; first broken up into words or short phrases, and then combined into complete sentences. On the printed page they are presented in parallel columns, which contains on the left the English equivalent and on the right the Malay material. In Part 4 the conventional way of writing Malay with English letters used in the Malay States is presented in a third column. In Part 5 the conventional way of writing Malay with English letters used in the Dutch East Indies is presented in the third column.

When you have your book open at whatever unit you are going to study, and when the Guide is ready to begin speaking the words for you, or the Group Leader is ready to start the phonograph records, you can start

working on the Basic Sentences for the unit. If the Group Leader is working with the Guide, the Leader will read the English out loud, and the Guide will pronounce the Malay twice, each time allowing enough time for you to repeat the Malay after him. If you are using the phonograph record, two voices on the record will act as Leader and Guide for you. While you are listening to the Guide, follow the Malay with your eyes. When you repeat the words and sentences after the Guide or phonograph records, repeat them loud—good and loud. Never mumble. It is absolutely essential that you repeat after the Guide or phonograph record each time, and that you imitate as closely as you can, and learn by heart what you have imitated.

7. The Malay which is given in the second column of the Basic Sentences is presented in a spelling which is designed to help you in remembering the Malay words *as they sound*. In this spelling every letter (or group of letters) always stands for the same sound. In Parts 4 and 5 concentrate your attention first on the Malay spelling and then on the conventional spelling of the part you are studying.

8. The Hints on Pronunciation are given you to help you improve your speech in Malay. No language has sounds exactly like those of any other; and in Malay you will find some sounds which are quite absent from English, and others which are somewhat, but not exactly like English sounds. After your have been through the Basic Sentences of the unit at least once, read through the Hints on Pronunciation carefully, having the Guide repeat or playing on the phonograph the words and sounds which are being discussed. Then go back and listen again to the Basic Sentences, always repeating them after the Guide or phonograph as you did before. Try to hear and imitate more precisely the sounds to which your attention has been called.

9. Pronouncing to be Understood. Pronunciation is important for a number of reasons; if you expect to be understood when you speak a foreign language, you will have to pronounce it more or less the way the people are used to hearing it. It you are too far off from the usual way of talking the language, people won't be able to understand you at all. Furthermore, the nearer you get to pronouncing the precise sounds, the easier it will be for your ear to catch the sound as spoken by a native, and the more rapidly you will pick up new words and phrases and make progress in learning the language.

Learning to pronounce is not really hard. If you follow the suggestions and instructions given in this

manual, and work carefully through all the hints, practices, and drills, you can expect to acquire the kind of pronunciation you need. Many students who are good mimics and who get into the spirit of speaking Malay will learn to talk like natives.

The only way to learn to pronounce like a native is to imitate. You must get a native to pronounce the words, then say them right after him, mimicking everything, even the tone of his voice. This manual will make it easier for you by pointing out the sounds you need to observe, and by describing their peculiarities.

10. The Native Speaker Is Always Right. There may be instances where this manual or the phonograph records indicate one pronunciation and the native speaker will pronounce something a little different. Always imitate the pronunciation of your Guide rather than that of the phonograph records or of the Malay in the manual.

11. The Commentary shows you new uses and new combinations of materials studied up to that point; you are taught how to take apart the words and phrases which you hear and how to make new words and phrases on the same model. Read each part of the Commentary carefully, and make sure you understand thoroughly everything which is said in them; then go back over the Basic Sentences with the Guide or phonograph, exactly as you did before. By this time you can start going through the Basic Sentences with your book closed, and your should now be able to understand the sentences without looking at the English equivalent.

12. The Listening In section gives you a number of conversations, anecdotes, or stories which use the vocabulary and construction you have learned in each unit and in all those preceding. Its purpose is to give you practice in listening to and understanding the the foreign language as you might overhear it in normal conversation among Malay-speaking people, and to furnish you with models for your own conversation practice.

13. The Conversation Practice represents the central aim of the course. In order to converse well, you should know well everything that has been introduced in the unit you are working on, and everything that you have learned in previous units as well. When you take part in a conversation, do so as easily and as naturally as you can. Don't try to bring in new words and phrases that you haven't learned in the material

you have studied in this course; stick to what you have learned and practice it thoroughly.

14. Talking Malay. In speaking Malay you should not first figure out what you want to say in English and then translate it into Malay, word for word. This will get you nowhere. You should apply instead, the words and expressions you already know to the given situation. If you cannot immediately rattle off a word or expression to fit a particular situation, go on to another; or ask a question, but under no circumstances attempt to compose. As soon as you do, you will lapse into English speech habits and stop learning Malay and Malay speech habits.

When people speak to you, they will frequently use words and expressions you do not know. If you can't guess their meaning, try to find out by asking questions in Malay, or by asking them to repeat slowly, or to explain to simpler terms. If you (and they!) are good-natured and reasonable about it, you won't have any trouble. On the contrary you will constantly learn more and will practice the Malay you already know in the process.

Your learning the language will not stop, therefore, when you have mastered this material. You will, rather, be able to get around among the people, practice what you know, and steadily pick up more and and more words and phrases. Try to learn them thoroughly. Carry along a notebook to jot down what you want to remember; you can then review this material from time to time.

You should not wait until you have finished this manual before you start using the language. Start practicing at once. When you have done the first unit, try out the expressions on as many people as possible. When you try out your Malay at this early stage, make it slide off your tongue as smoothly as possible. Be careful not to slip back into a careless English-like pronunciation. Listen closely to what the person says in response, trying to catch as much as you can. The first few times it may be hard to catch even the words you know, but you will improve rapidly if you keep on practicing every chance you get.

PART ONE

UNIT 1

GETTING AROUND

SECTION A

(This introduction will be read aloud to the group by the Leader.)

In the list of Basic Sentences which follow, the English equivalents of the words and phrases are given in the left-hand column. The Malay sentences appear in the right-hand column, written in a spelling which will help you to follow the sounds as your hear them pronounced and to recall them later on. This spelling differs from both the British orthography, which is used in British Malaya, and the Dutch orthography, which is used in the Dutch East Indies. Both of these orthographies will be introduced later on in this book. The native system of writing, which uses Arabic letters, is completely different both from our own and from the British and the Dutch orthographies, and learning it is a special and separate problem. Your job in this course is to learn to SPEAK AND UNDERSTAND the language; to study the native Malay writing system at the same time would only slow you down.

As you go through the Basic Sentences, the Leader of your study group will first read the English equivalent and then pause for the Guide to speak the Malay. As soon as the Guide has spoken, the entire group should repeat in unison what he has just said, imitating his pronunciation as exactly as possible. The Guide will speak the same Malay word or phrase a second time, and again the entire group should repeat it after him. After the second repetition, the Leader will go on to the next word or phrase, reading the English equivalent and again pausing for the Guide to speak the Malay. Go through the entire list of Basic Sentences in this

way: Leader reads the English equivalent, Guide speaks the Malay, group repeats, Guide says it again, group repeats again.

If you are using the phonograph records that accompany the first 12 Units of this course, your procedure will be the same, except that the Leader will not have to read the English equivalents. On the records, you will hear each line of the Basic Sentences read as before: The English equivalent once, the Malay twice. Each reading of the Malay will be followed on the records by a pause long enough to enable the group to repeat the word or phrase.

During the repetitions, keep in mind the meaning of the Malay word or phrase. This will help you to memorize the sentences in class, almost without effort. But while you think of the meaning and speak the Malay, keep your eye on the Malay spelling in the right-hand column. If you look steadily at the spelling while you hear and repeat the sounds, you will very quickly learn what the letters stand for; and as soon as you know this, you will be able to use the printed material in this manual for private study. But always remember one vitally important fact: the spelling, helpful as it may prove to you, is not the language; and your job is not to master the spelling, but rather to learn to recognize and produce the sounds that the spelling stands for. Above all, bear in mind that the best way to learn a language is through the ear, not through the eye. WHENEVER THE SPOKEN SOUND THAT YOU HEAR SEEMS TO BE DIFFERENT FROM THE SPELLING, FOLLOW THE SPOKEN SOUND AND DISREGARD THE SPELLING.

No two languages ever have exactly the same sounds; and even when two languages have similar sounds, there is usually some difference between them. This means that you cannot get by in Malay with purely English (or American) sounds: learning a new language involves, among other things, learning some new sounds and combinations. Fortunately, the pronunciation of Malay is fairly easy for speakers of English to learn; on the whole, it is probably easier than the pronunciation of many European languages. Remember that the Malays have the same vocal equipment as you: the same kind of lips, tongue, palate, and vocal cords; and there is not one sound in the Malay language that a foreigner cannot learn to pronounce as perfectly as a native.

On the other hand, no one can hope to acquire a good pronunciation in a foreign language unless he tries

for it, and tries hard. You can master the sounds of Malay all right; but you will master them only if you really want to. The best and quickest way is to imitate your Guide, or the speaker on the phonograph records, as exactly as you can. Mimic the sounds you hear even if they seem queer to you—even if at first they seem unpronounceable. Never mind if you make mistakes at first: everybody does. Never mind if you keep on making the same mistakes day after day. Keep plugging, and after a while you'll get it.

When you repeat a Malay word or phrase after your Guide, you should not be satisfied merely to get the individual sounds of it right. You should mimic not only the sounds but the speed, the tone of voice, the ups and downs of pitch, the pauses—every feature of the Guide's pronunciation. The closer you can come to being a perfect echo of the Guide's voice, the better your pronunciation will be and the faster your will learn to talk. The Guide will not be offended if you imitate him in this way, nor will he think you are making fun of him. Instead, he will be pleased, because what you have said will sound to him like his own language.

As long as you have a Guide or phonograph records for this course, do not try to read ahead from the spellings. It is much better, at least in the first twelve Units, to say nothing in Malay that you have not first heard from a native speaker. Practice the Basic Sentences whenever you can with a native speaker as a model; hear before you speak; imitate before you strike out on your own.

Here is a summary of what you should do during the reading of the Basic Sentences:

(1) Keep your eyes on the Malay spelling as you listen to the Guide or the speaker on the phonograph record pronouncing the Malay.

(2) Repeat immediately what you have heard, imitating as exactly as you can and saying it loud and clear.

(3) Think always of the meaning of what you hear and say. The Malay words and phrases are not just noise; they are expressions that can actually be understood by tens of millions of people.

The group leader, in addition to everything the rest of the group must do, has the following special responsibilities, during the reading of the Basic Sentences:

(1) He must read the English equivalent before every Malay word or phrase.

(2) He must make sure that everyone speaks up, so that all can hear.

(3) He must tell the Guide to repeat the expression if your imitation is bad, and he must make the Guide keep on repeating until your imitation satisfies him.

(4) He must keep track of the quality of your imitation, and if necessary remind you of the importance of mimicking every sound, every inflection, every pause in the Guide's pronunciation.

(5) And he must see to it that you all listen to the Guide and to each other, in order to compare the pronunciation of each man in the group with that of all the others and especially with that of the Guide.

1. Basic Sentences

Note: Words enclosed in brackets [ ] are not expressed in the Malay. Words enclosed in parentheses ( ) help to explain the meaning of the Malay but are not necessary in the English equivalents.

ENGLISH EQUIVALENTS	MALAY
Record 1A, beginning.	
what	*apĕ*
news	*kabar*
1. How do you do? (lit. What is the news?)	*apĕ kabar.*
sir	*ĕncheq*
2. How do you do, sir?	*apĕ kabar ĕncheq.*
3. I'm fine.	*kabar baiq.*
4. Good-bye (Guest to host).	*slamat tinggal.*
5. Good-bye (1. Host to guest or 2. People parting in the street).	*slamat jalan.*
excuse	*mahap*
just	*sajĕ*
6. Beg your pardon (on interrupting somebody).	*mahap sajĕ.*
7. Beg your pardon, sir.	*mahap sajĕ ĕncheq.*
miss *or* madam	*cheq*
8. Beg your pardon, miss; *or* Beg your pardon, madam.	*mahap sajĕ cheq.*
Mr. Mat	*ĕncheq-mat*

9. Beg your pardon, Mr. Mat. — *mahap sajĕ ĕncheq-mat.*
Mr. Mat — *cheq-mat*
10. Beg your pardon, Mr. Mat. — *mahap sajĕ cheq-mat.*
I — *sayĕ*
11. Excuse me (If you have bumped into someone). — *mahap sayĕ.*
12. It's nothing. — *taq-apĕ.*
13. Yes. — *yĕ.*
14. No. — *tidaq.*
15. All right. — *baeq lah.*
16. Thank you. — *trimĕ-kaseh.*
17. No, thank you just the same. — *tidaq. trimĕ-kaseh sajĕ.*
18. You're welcome. — *samĕsamĕ.*
can — *boleh*
[question particle] — *kĕ*
join with — *tompang*
ask a question — *tañĕ*
19. May I ask? — *boleh kĕ sayĕ tompang tañĕ?*
20. Yes, you may. — *yĕ, boleh.*
at — *di*
where — *manĕ*
station — *stesen*
train — *kretĕ-api*
21. Where's the railroad station? — *di manĕ stesen-kretĕ-api?*
that — *itu*
it, he, she, *or* they — *diĕ*
22. There it is (*or* That is it). — *itu diĕ.*
not very much — *taq-brapĕ*
understand — *rĕti*
23. I don't quite understand. — *sayĕ taq-brapĕ rĕti.*

Record 1B, beginning.

say — *bilang*
24. What did you say? (to a man) — *apĕ ĕncheq bilang?*
25. What did you say? (to a woman) — *apĕ cheq bilang?*
26. What did you say, Mr. Mat? — *apĕ ĕncheq-mat bilang?**
front — *dĕpan*

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* *cheq-mat* or second repetition.

27. That's it ahead. *itu dič di dĕpan.*
try *chubĕ*
help *tolong*
point *tunjoqkan*
28. Please point. *chubĕ tolong tunjoqkan?*
exist *adĕ*
hotel *otel*
here *sini*
29. Where's there a hotel around here? *di mana adĕ otel di sini?*
there *situ*
30. The hotel's there. *otel adĕ di situ.*
not *taq*
31. It's not here. *taq adĕ di sini.*
yonder *sanĕ*
32. It's over there. *adĕ di sanĕ.*
this *ini*
33. Here it is (This is it). *ini dič.*
restaurant *kĕday-makan*
side *sĕblah*
right *kanan*
34. The restaurant's on the right. *kĕday-makan adĕ di-sĕblah-kanan.*
toilet *tĕmpat-bwang-aer*
left *kiri*

35. There's a toilet on the left. *adĕ tĕmpat-bwang-aer, di sĕblah-kiri.*

Price

how much, how many *brapĕ*
price *argĕ*
of it *ñĕ*
36. How much does it cost? *or* How much do they cost? *brapa argĕ ñĕ?*
two *duĕ*
two dollars *duĕ ringget*
cents *sen*
ten cents *sploh sen*
37. It costs two dollars and ten cents. *itu argĕ ñĕ, duĕ ringget sploh sen.*
this, *or* these *ini*
38. How much does this cost? *brapa argĕ ñĕ ini?*
one *satu*
39. One dollar. *satu ringget.*
cigarette *or* cigarettes *rokoq*
40. How much are these cigarettes? *brapa argĕ ñĕ rokoq ini?*

Record 2A, beginning.

that *or* those *tu*
41. Those cigarettes cost ten cents. *rokoq tu argĕ ñĕ sploh sen.*

2. Hints on Pronunciation: The Malay Spelling

(Group Work.) The leader or some other member of the group will read these sections aloud while the rest follow in their books. If necessary, the section should be read twice or even oftener. After the reading, the group should discuss the section and make sure that everyone thoroughly understands the material. If anyone is in doubt about the meaning of any passage, a general discussion among the members of the group will usually clarify him.

Malay words and phrases will be written for the most part with the ordinary letters of our own alphabet. In the following discussion capitals are used in writing the syllables of words and sentences which are loudest, that is, the most strongly accented. For example we would write in this way for English; mister JONES will conDUCT the SERvice, *or* his CONduct is VERy BAD. Notice that the place where the loudness occurs in a word is important in English; for example CONduct is different from conDUCT. Malay does not have words that differ in this way. On the records you will hear some syllables that are louder than others. *Imitate what you hear.* The loudness of syllables is connected with the kind of vowel that the syllable contains. The most important rule about loudness is this: the vowel *ĕ* when it is not the last vowel of a word is shorter and is less loud than other vowels. Consequently a word like *dĕPAN* 'front' will nearly always be accented on the last syllable. Slur the vowel *ĕ* if it is not at the end of a word. Do not slur any other vowel. Pronounce all other vowels distinctly.

Words not affected by the rule above, like *kabar* 'news' will have their syllables accented almost evenly so that sometimes the same word will seem to have one syllable loud, sometimes another. As a result you may hear *KAbar* as well as *kaBAR*. Imitate what you hear, but do not slur any syllable. Pronounce all syllables clearly and emphasize slightly the one you hear as the loudest.

A hyphen (-) is used to mark off a word into its parts: for example *kĕday-makan* ('shop'-'eat') 'restaurant'. The accent of a word is nearly always on a syllable after the last hyphen of a word. For example it will nearly always be *cheq-MAT*.

It is important for you to bear in mind that the whole purpose of this spelling is to serve as an AID TO LISTENING: to help you to follow the sounds of the Malay expressions as you hear them spoken by the GUIDE or by the speaker on the phonograph records,

and to help you to recall afterwards what they sounded like. It will do no harm to remind you of what you already know: the real content of this course is the spoken Malay that you hear from your Guide or on the records—not the black marks on the pages of this manual by which the spoken sounds are symbolized. WHENEVER YOU HEAR SOMETHING FROM THE GUIDE OR ON THE RECORDS THAT SEEMS TO DISAGREE WITH WHAT YOU FIND WRITTEN IN THIS MANUAL, YOU MUST FOLLOW YOUR EAR, NOT YOUR EYE.

At this point it will be enough to make one general remark about the interpretation of the spellings in this manual. Follow the practice that is familiar to us from English writing, we print each word as a separate unit, with blank spaces between words. But as you listen to the Guide or the records, you will notice that the words in a sentence are not PRONOUNCED separately: they are run together without interruptions, just as if they were all one long word. In this respect, Malay is like English or any other language: no language is normally spoken with pauses between the words of a single sentence. Try it for yourself in English. If you say the sentence 'Where is the railroad station?' in a natural, easy-going manner, without any special emphasis on any particular word, you will run all five words together without a break; you may even pronounce the first two words together in one syllable, saying 'Where's' instead of 'Where is.'' This does not mean that you are speaking sloppily or carelessly; it means simply that you are speaking naturally the way anyone speaks his native language in ordinary, everyday conversation. If you heard a foreigner trying to say the same sentence but putting in a little pause after every word—'Where . . . is . . . the . . . railroad . . . station?'—you would hardly call his pronunciation of English very good.

Not every sentence in Malay is pronounced all in one piece. Many sentences, especially long ones, are broken up into smaller units with short pauses between, just as a long sentence in English (like this one, for instance) may be divided into convenient parts by pausing. All such pauses within a sentence will be marked in the Malay spelling of this manual by commas. Wherever you see a comma in the spelling of a Malay sentence, it means that you may make a slight pause at that point. But when two or more words are written without a comma between them, you must rattle them off as if they were all one single word.

The only safe rule, in this matter as in everything else, is to follow your Guide or the speaker on the records, and say everything that he says in exactly the way that he says it. Wherever he puts in a pause, you put one in too; wherever he runs words together, you run them together too.

3. Practice on the Basic Sentences

(Group work.) When you are sure that you understand the remarks on the Malay spelling, go through the Basic Sentences of Section A two or three more times, first in unison, then taking turns around the group with the repetitions. While the Guide and the other members of the group are speaking, listen carefully; and as you listen, keep thinking of the sound and the meaning of the Malay expressions. DURING THIS PRACTICE DO NOT SAY ANY MALAY WORD OR PHRASE UNLESS YOU HAVE JUST HEARD IT FROM THE GUIDE OR ON THE RECORDS.

4. Review of Basic Sentences: Covering the English

(Individual Study.) Work separately and quietly so as not to disturb the other members of the group. Turn back to the Basic Sentences of Section A and cover the English column. Read the Malay to yourself, forming the sounds silently and recalling what they were like in the Guide's pronunciation. See how quickly you can call to mind the meaning of each Malay expression. If any word or phrase gives you trouble, put a check mark beside it and go on to the end of the list before uncovering the English column to find out what the meanings are. Try the difficult ones again before you look at the English. When you have checked the English equivalents once, go through the list again, but this time skip around so as to come to the Malay expressions in a different order. Try to reach the point of recognizing the meaning of every Malay expression instantly.

5. Commentary

In this section of each Unit, you will find notes on the use of words and on the make-up of sentences, intended to clarify the Basic Sentences of the Unit and help you to understand the structure of the language as you learn it. If you study these notes carefully and make sure that you understand them, they should improve your command of the language and your ability to form new sentences of your own.

In the earlier Units, you must not expect that every new word or construction appearing in the Basic Sentences will be explained in the Commentary. Our plan will be to reserve comment until you have had enough examples of a particular point to make the explanation useful. As a result, you will have to memorize a good many sentences without bothering to analyze them first; but this need not interfere with your ability to use such sentences from the very first. For example, you should learn the greetings and other polite expressions near the beginning of this Unit just as they stand, without leaping to conclusions about their make-up. As you have seen the Malays say *apĕ kabar* where we say 'How do you do?' This obviously does not imply that *apĕ* means 'how' and that *kabar* means 'do you do' or that any other word-for-word equation can be established between the two sentences. Wherever it is not done on the spot, the meaning of the individual words in sentences of this kind will be made clear to you later.

Bear in mind that the backbone of this course is the Malay material presented in the Basic sentences, and that your chief task is to concentrate on this and learn it cold. The Commentaries are added only as a device to assist you in this primary task.

The notes in these Commentaries are numbered by unit and section through the entire manual. This makes it possible to refer to them by number when it seems advisable to remind you of a particular comment in the course of some later discussion. Whenever you find a cross reference from one note to another, it will help your understanding of the language if you will faithfully look up the note referred to and refresh your memory of what was said there.

Note 1A.1. *sini* 'here,' *situ* 'there' (neary-by), *sanĕ* 'there' (far-away, yonder).

Review the sentences:

(a) *di mana adĕ otel di sini?* 'Where's there a hotel around here?'
(b) *otel adĕ di situ.* 'The hotel is there.'
(c) *adĕ di sanĕ.* 'It's over there.'
(d) *taq adĕ di sini.* 'It's not here.'

Any one of these three words can be substituted for one of the others with a corresponding change in the meaning of the sentence. For example from sentence (a) can be made the new sentences *di mana adĕ otel di situ?* 'Where is there a hotel there?' and *di mana adĕ otel di sanĕ?* 'Where is there a hotel there (in that distant place)?'

For the one which occurs in (b) (c) and (d), substitute the other two in turn. What is the meaning of the sentences which result?

Note 1A.2. The words *itu* and *tu* 'that,' *ini* and *ni* 'this.'

(a) *ini diĕ.* 'Here it is.'
(b) *itu diĕ.* 'There it is.'
(c) *rokoq ini.* 'These cigarettes'
(d) *rokoq ni.* 'These cigarettes'
(e) *rokoq itu.* 'Those cigarettes'
(f) *rokoq tu.* 'Those cigarettes'

The word *tu* is just a short form of *itu*. The difference between *tu* and *itu* is that only *itu* can begin a sentence. There is also a word *ni* which is to *ini* as *tu* is to *itu*.

These two words, *itu* and *ini* with their short forms we will call demonstratives.

Note 1A.3. Nouns.

Words like *stesen-kretĕ-api* 'railroad station,' *otel* 'hotel,' and *kĕday-makan* 'restaurant' are NOUNS. They are called nouns because they have certain uses in common: by and large they have the same kind of meanings as English nouns. However, Malay nouns do not always correspond to or behave like English nouns, nor is the reverse always true. The word noun as used in this book is a technical term, a convenient label for a large class of words which behave alike.

Note that *otel* means 'a hotel' or 'the hotel,' *stesen-kretĕ-api* 'a railroad station' or 'the railroad station.' In English the difference between these two meanings is very important, but Malay does not make this distinction.

6. What Would You Say?

(Individual study.) In the following exercise, each English sentence is followed by several Malay sentences. The English sentence describes a situation or makes a statement; only one of the Malay sentences is appropriate to the information given in English. Be sure first that you understand the meaning of all the Malay sentences; if there is anything you are not clear about, refer back to the Basic Sentences or to the Commentary. When you are sure of the meanings, decide which sentence in each set fits the situation. Practice them aloud to yourself until you can rattle off the Malay without hesitation.

1. You meet a Malay man at about one o'clock. You say:
   a. *apĕ kabar ĕncheq.*
   b. *yĕ, boleh.*
   c. *slamat tinggal.*

2. He replies and asks how you are. You reply:
   a. *kabar baeq.*
   b. *brapĕ argĕ ñĕ?*
   c. *sayĕ taq-brapĕ rĕti.*

3. You offer him a cigarette. He doesn't want to smoke and says:
   a. *adĕ di sanĕ.*
   b. *tidaq. trimĕ-kaseh sajĕ.*
   c. *ini diĕ.*

4. You ask permission to ask him a question.
   a. *di manĕ adĕ otel di sini?*
   b. *apĕ cheq bilang?*
   c. *boleh kĕ sayĕ tompang tañĕl?*

5. He says you may.
   a. *yĕ, boleh.*
   b. *taq adĕ di sini.*
   c. *itu diĕ.*

6. You ask the location of a restaurant and say:
   a. *di manĕ adĕ kĕday-mekan di sini?*
   b. *di manĕ adĕ tĕn.pat-bwang-aer di sini?*
   c. *argĕ ñĕ sploh sen.*

7. He replies:
   a. *mahap sayĕ.*
   b. *kĕday-makan adĕ di sĕblah-kanan.*
   c. *baeq lah.*

8. You excuse yourself, adding that you don't quite understand.
   a. *mahap sajĕ. sayĕ taq-brapĕ rĕti.*
   b. *apĕ ĕncheq bilang?*
   c. *samĕsamĕ.*

9. You then ask him to please point out the restaurant.
   a. *boleh kĕ sayĕ tompang tañĕ?*
   b. *mahap sajĕ.*
   c. *chubĕ tolong tunjoqkan.*
10. He does so and you thank him for the information, saying:
   a. *trimĕ-kaseh ĕncheq.*
   b. *slamat jalan.*
   c. *saměsamĕ.*
11. He says you are welcome and bids you goodbye:
   a. *taq-apĕ.*
   b. *itu dič di dĕpan.*
   c. *saměsamĕ. slamat jalan.*
12. You reply:
   a. *di manĕ stesen-kretĕ-api?*
   b. *kabar baeq.*
   c. *slamat jalan.*

7. What Did You Say?

(Group Work.) Work now with the group. Turn to 6 (What Would You Say?). The Leader will read the English statement and will ask you to give orally the sentence that you think satisfies what is asked, and to tell why you think so. You must know what all the other sentences mean, too, and why they will not fit. The Leader and the group will discuss the choice you make and the reasons for the rejection of the other possibilities. Then he will ask another student to give the sentence for the next English situation, and so on.

8. Review of Basic Sentences: Covering the Malay

(Individual Study.) Working individually, check once more your knowledge of the first group of Basic Sentences by covering the Malay. Try to recall each Malay expression as you read the English equivalents. Check those you can't get right away, and go back to them after finishing the group. Look at the Malay only if absolutely necessary. Then skip around through the sentences to be sure you can still get the Malay when you come to the English in a different order. If two of you can work together, taking turns giving each other the English equivalents, you will get a still better check on your learning.

Section B

1. Basic Sentences

(Group Work.) Go through the following Basic Sentences just as you went through the ones in Section A. The Guide or the phonograph records will give each Malay expression twice, and you will repeat after him in unison each time. Remember to speak up, and to imitate the Guide as closely as you can.

ENGLISH EQUIVALENTS	MALAY
Numbers	
Record 2A, after 1st spiral.	
one	*satu*
two	*duĕ*
three	*tigĕ*
four	*ĕmpat*
five	*limĕ*
six	*nam*
seven	*tujoh*
eight	*lapan*
nine	*smilan*
ten	*spuloh*
eleven	*sĕblas*
twelve	*duĕ-blas*
Time	
strikes	*pukol*
now	*skarang*
1. What time is it now?	*pukol brapĕ skarang?*
2. Now it's one o'clock.	*skarang pukol satu.*
minute	*menet*
3. Ten minutes after three.	*pukol tigĕ sploh menet.*
quarter	*suku*
4. A quarter after five.	*pukol limĕ suku.*
intend, *or* be about to	*naq*
eat	*makan*
5. What time are you going to eat?	*pukol brapĕ ĕncheq naq makan?*
half	*stĕngah*
6. I'm going to eat at half past six.	*sayĕ naq makan pukol nam stĕngah.*
movie	*wayang-gambar*
start	*mulĕkan*
play	*maen*
7. When does the movie start?	*pukol brapĕ wayang-gambar mulĕkan maen?*
more	*lagi*

8. The movie starts at a quarter of seven. (*lit.* a quarter more seven o'clock).
   leave
   go
   to
   Singapore
   wayang-gambar mulĕkan maen, suku lagi pukol tujoh.
   bĕtolaq
   pĕgi
   kĕ
   singĕpurĕ
9. When does the train leave for Singapore?
   pukol brapĕ kreť api bĕtolaq, pĕgi kĕ singĕpurĕ?
10. Three minutes to nine.
    tiyĕ menet lagi pukol smilan.

Asking for Things

11. What's this? *or* What are these?
    apĕ ini?
12. That's a cigarette; *or* Those are cigarettes.
    itu rokoq.

Record 2B, beginning.

13. What's that *or* What're those?
    match
    apĕ itu?
    manches
14. This is a match; *or* These are matches.
    ini manches.
15. Do you have a cigarette (*or* 'any cigarettes')?
    ĕncheq adĕ rokoq kĕ?
16. Yes, I have some cigarettes.
    yĕ, say adĕ rokoq.
17. I'm sorry I don't have any cigarettes.
    give
    to
    one (stick-like object)
    mahap sajĕ. sayĕ taq adĕ rokoq.
    kasi
    samĕ
    sĕbatang
18. Please give me one.
    also (too, likewise)
    *tolong kas samĕ sayĕ sĕbatang.**
    jugĕ
19. Please give me a match too; *or* Please give me some matches too.
    *tolong kasi samĕ sayĕ maches jugĕ.***

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* The voice on the record uses the fast speech form *kas* instead of *kasi* 'give'. He does the same in the first repetition of Basic Sentence 19.

** Malays often say *maches* for 'match' as well as *manches*. Both ways of saying the word are acceptable.

buy	*bĕli*
20. What'd you like to buy?	*apĕ ĕncheq naq bĕli?*
or What are you going to buy?	
21. I'd like to buy some cigarettes.	*sayĕ naq bli rokoq.*
or I'm going to buy some cigarettes.	
22. I'd like to buy some matches, too.	*sayĕ naq bli maches jugĕ.**
hungry	*lapar*
23. I'm hungry.	*sayĕ lapar.*
24. What would you like to eat?	*apĕ ĕncheq naq makan?*
[some] bread	*roti*
25. I'd like (to eat) some bread.	*sayĕ naq makan roti.*
cooked rice	*nasiq*
(some) meat	*dageng*
with	*dĕngan*
potato(es)	*kĕntang*
26. I'd like (to eat) some meat and potatoes.	*sayĕ naq makan dageng dĕngan kĕntang.*
thirsty	*dahgĕ*
27. I'm thirsty.	*sayĕ dahgĕ.*
drink	*minom*
28. What would you like to drink?	*apĕ ĕncheq naq minom?*
do (intensifier)	*lah*
coffee	*kopi*
29. Do give me some coffee.	*kasi lah samĕ sayĕ kopi.*
some water	*aer*
30. Please give me some water, too, won't you?	*tolong kasi aer jugĕ yĕ?*
milk	*susu*

* Ignore the second repetition.

2. Hints on Pronunciation

(Group Work.) The Leader will choose one member of the group to read aloud the following Pronunciation Practice, and the Guide or the phonograph records will give you the Malay words in the Practices. After each

word pronounced by the Guide or on the record, imitate the pronunciation by repeating out loud what you have just heard—good and loud! Go through each Practice as often as you need to in order to get the pronunciation right. If you have a Guide, he will tell you whether your imitation of the Malay satisfies him; if it does not, he will keep saying the word over and over until your imitation strikes him as correct. If you are using the records, the whole group should judge the quality of each man's pronunciation, and should keep on playing the Practice over and over until every man's imitation sounds like an echo.

On the phonograph records, the speaker will pronounce each Malay word only once, with a pause after it long enough to enable you to repeat it after him at the same speed. The English meanings of the Malay words are given in the printed Practices in this manual but are not included on the records.

There are six frequent vowel sounds in Malay, *a i u e o ĕ*. In the following practices, listen to each word as it is pronounced by the Guide or the speaker on the phonograph records and imitate his pronunciation as exactly as you can.

The letter *a* stands for a sound like 'ah' or the 'a' in 'father.'

PRACTICE 1A.1

Record 2B, after 1st spiral.

apĕ kabar	How do you do?
slamat jalan	Good-bye.
wayang-gambar	movies
lapan	eight

The letter *i* stands for a sound like the 'i' in 'police.'

PRACTICE 1A.2

Record 2B, after 2nd spiral.

kari	curry
di sini	here
slamat tinggal	Good-bye.

The letter *u* stands for a sound like the *oo* in 'boot' or rather a vowel between the *oo* of 'boot' and the *u* of 'put.' Never pronounce a Malay *u* like the 'u' in English 'use'; if you do this, the Malay speaker will be quite unable to understand you.

PRACTICE 1A.3

Record 3A, beginning.

suku	quarter
satu	one
susu	milk
mulĕkan	begin

The letter *e* stands for a sound like the 'ea' in 'bear,' but without any 'r' sound after it.

PRACTICE 1A.4

Record 3A, after 1st spiral.

stesen-kretĕ-api	railroad station
menet	minute

The letter *o* stands for a sound like the 'o' in 'go,' or rather a sound between the 'o' in 'go' and the 'o' in 'cloth.' Be sure that your lips are pursed when you begin to imitate this vowel.

PRACTICE 1A.5

Record 3A, after 2nd spiral.

**tolong*	help
roti	bread
kopi	coffee
tompang	share with

Note: Many words in Malay are pronounced with either *o* or *u* without any difference in meaning and the same Malay speaker may pronounce the word differently on two different occasions. Usually, however, Malay speakers use either *u* or *o* in a word and stick to that. In all cases imitate your Guide.

The letter *ĕ* stands for a sound like the 'a' in 'sofa.'

PRACTICE 1A.6

Record 3A, after 3rd spiral.

sayĕ	I, me
brapĕ argĕ ñĕ	How much is it?
kĕday-makan	restaurant
kĕntang	potato

* This word is repeated accidentally.

A word that begins with two consonants may have *ĕ* after the first consonant: *brapĕ* or *bĕrapĕ*.

The apostrophe (') is written between two parts of a word which are to be pronounced as one word; for example, *kret'api* is pronounced as though it were written *kretapi*. You have also heard the word pronounced *kretĕ-api*.

The following letters stand for sounds that are about the same as the sounds they stand for in English: *b d f m n s z*. The letter *g* stands for a sound like the 'g' in English 'go' no matter what vowel follows. A sound like the 'g' in English 'gem' will be represented by *j*.

3. Practice on the Basic Sentences

(Group Work.) Follow the same procedure here as in 3 of Section A. Pay special attention, this time, to the vowel sounds that you have just practiced.

4. Review of Basic Sentences: Covering the English

(Individual Study.) Make sure that you know the material in the Basic Sentences of Section B. Cover the English column and see if you can remember the meaning of the Malay. Check the sentences that give you trouble and go back to them later, after you have finished the list. Then skip around so that you take all the sentences again in a different order. When you are sure that you know these sentences cold, go on to the Commentary and read it carefully to yourself.

5. Commentary

Note 1B.1. More about *itu* and *tu* 'that,' *ini* and *ni* 'this.'

If the Guide points to some cigarettes and says *apĕ itu?* the correct answer is *itu rokoq* only under the condition that the cigarettes are not close to you. If the cigarettes are close to you, then you must answer *ini*

rokoq. Notice that if someone were to ask you in English 'What are those?' about cigarettes near you or in your hand you would say 'These are cigarettes' and never 'Those are cigarettes.' Similarly if a customer asks, *brapĕ argĕ ñĕ rokoq ini?* 'How much are these cigarettes?' he is implying that the cigarettes are nearer himself than the storekeeper. The storekeeper, if he refers to the cigarettes in his answer, will call them *rokoq tu* 'those cigarettes.'

Note 1B.2. The words for 'you' in Malay.

apĕ ĕncheq bilang? What did you say? (to a man)
apĕ cheq bilang? What did you say? (to a woman)
apĕ cheq-mat bilang? What did you say, Mr. Mat?

It is quite clear that the words corresponding to 'you' in these sentences are the same as the words for 'sir' 'miss' or 'madam' and 'Mr. Mat' in the following sentences.

mahap sajĕ ĕncheq. Excuse me, sir
mahap sajĕ cheq. Excuse me, miss *or* Excuse me, madam.
mahap sajĕ ĕncheq-mat. Excuse me, Mr. Mat.
or
mahap sajĕ cheq-mat.

In ordinary polite conversation with men who are strangers or only acquaintances, Malays use *ĕncheq* not only where we in English say 'sir' but also where we say 'you.' If the Malay knows the man's name then he will often use the man's name with *ĕncheq* or the shorter form *cheq* prefixed to it: as, *ĕncheq-mat*, *cheq-mat* 'Mr. Mat.' As a result of this habit, the Malays will use *cheq-mat* both where we would say 'Mr. Mat' or where we would say 'you' in speaking to Mr. Mat.

In the same way the word *cheq* is used in speaking to a woman where we in English might say 'miss' or 'madam' and also where we would say 'you.'

Now go through all the sentences with *ĕncheq* in them and say them (1) as though to a woman. (2) as to Mr. Mat, both ways.

Note 1B.3. Ways of asking questions.

So far there have been two ways of asking questions, (1) by sentences with the question words *apĕ* 'what?' *manĕ* 'where?' *brapĕ* 'how much? how many?':

apĕ ĕncheq bilang? *What* did you say?
di manĕ stesen-kretĕ-api? *Where* is the railroad station?
brapĕ argĕ ñĕ? *How much* is it?

and (2) by sentences with the question particle *kĕ*:

boleh kĕ sayĕ tompang tañĕ? May I ask a question?
ĕncheq adĕ rokoq kĕ? Do you have a cigarette?

As you can see in the two examples of questions with *kĕ*, the position of *kĕ* in the sentence is not always the same.

Note 1B.4. The number of NOUNS, *itu* (*tu*), and *ini* (*ni*).

Review the sentences:

(a) *apĕ ini?* 'What is this?'
(b) *apĕ itu?* 'What is that?'
(c) *itu rokoq.* 'Those are cigarettes.'
(d) *ini manches.* 'These are matches.'
(e) *ĕncheq adĕ rokoq kĕ?* Do you have a cigarette?'
(f) *yĕ, sayĕ adĕ rokoq.* 'Yes, I have some cigarettes.'
(g) *tolong kasi samĕ sayĕ manches jugĕ* 'Please give me some matches too?'

As you have seen in Note 1A.3, *otel* may mean 'a hotel' or 'the hotel.' From the sentences above it is clear that *rokoq* may mean 'cigarette' or 'cigarettes,' *manches* 'match' or 'matches': in other words Malay often pays no attention to another distinction which is important in English, the distinction of NUMBER, the difference between SINGULAR (one) and PLURAL (many). So, *otel* may mean 'hotel' or 'hotels.'

Note also that *itu* and *ini* (and *tu* and *ni*) may also be either singular ('that,' 'this') or plural ('those,' 'these'). These two words never change to indicate number.

Note 1.B5. Final *ĕ*.

say adĕ rokoq. 'I have some cigarettes.'
sayĕ taq adĕ rokoq. 'I don't have any cigarettes.'

The word *sayĕ* in rapid speech sometimes loses the vowel *ĕ* if the following word (here *adĕ*) begins with a vowel. In the same way the word *diĕ* is shortened to *di* before *adĕ*

°*diĕ taq adĕ rokoq.* 'He doesn't have any cigarettes.'*
°*di adĕ rokoq.* 'He has some cigarettes.'

* The raised circle (°) is used to mark sentences or words that have not been introduced in the Basic Sentences.

Other words that end in *ĕ* may also lose this vowel if the next word begins with a vowel. Sometimes, however, the *ĕ* is not simply dropped, but is replaced by a vowel of the word that follows. For example the word *brapĕ* is sometimes *brapa* when it comes before a word like *argĕ*.

brapa argĕ ñĕ? 'How much does it cost?'

Many speakers of Malay always say *a* instead of *ĕ*—no matter what the next word is—wherever *ĕ* is written at the end of a word in this book. If your Guide does this, imitate his pronunciation.

6. What Would You Say?

(Individual Study.) Still working by yourself, read the following and decide which Malay sentences suit the situation described in English. Be sure you know what all the Malay sentences mean, and practice them aloud.

1. You enter a restaurant, order a meal and ask the waitress what it costs:
   a. *brapĕ argĕ ñĕ?*
   b. *apĕ ĕncheq naq bĕli?*
   c. *apĕ ini?*

2. She says:
   a. *sayĕ naq makan roti.*
   b. *satu ringget sploh sen.*
   c. *pukol limĕ suku.*

3. You pay her and ask what time it is:
   a. *pukol brapĕ skarang?*
   b. *apĕ ĕncheq naq makan?*
   c. *itu rokoq.*

4. She says it is a quarter after five:
   a. *kasi lah samĕ sayĕ kopi.*
   b. *sayĕ naq minom susu.*
   c. *pukol limĕ suku.*

5. You ask her where there is a movie nearby:
   a. *di manĕ adĕ wayang-gambar di sini?*
   b. *mahap sajĕ. sayĕ taq adĕ rokoq.*
   c. *apĕ itu?*

6. She answers that there are none around there:
   a. *adĕ di sanĕ.*
   b. *taq adĕ di sini.*
   c. *itu diĕ.*

7. You thank her:
   a. *slumat tinggal cheq.*

b. *apĕ kabar cheq.*
c. *trimĕ-kaseh cheq.*

8. An acquaintance approaches your table, greets you and asks for a cigarette:
a. *ĕncheq adĕ rokoq kĕ?*
b. *apĕ ini?*
c. *apĕ encheq naq minom?*

9. You say you have a cigarette:
a. *sayĕ naq makan nasiq.*
b. *yĕ, say adĕ rokoq.*
c. *tigĕ menet lagi pukol smilan.*

10. He says please give me one:
a. *tolong kasi samĕ sayĕ sĕbatang.*
b. *pukol brapĕ wayang-gambar mulĕkan maen?*
c. *pukol nam slĕngah.*

11. You give him a cigarette and he thanks you:
a. *taq-apĕ.*
b. *ini manches.*
c. *trimĕ-kaseh ĕncheq.*

12. You say you are welcome:
a. *itu rokoq.*
b. *samĕsamĕ.*
c. *skarang pukol satu.*

7. What Did You Say?

(Group Work.) Turn to 6. The Leader will read each English statement and will ask you to give orally the sentence that you think satisfies the situation described. Proceed exactly as you did in 7 of Section A.

8. Review of Basic Sentences: Covering the Malay

(Individual Study.) Check once more your knowledge of the second group of Basic Sentences, by covering the Malay. Try to recall each Malay expression as you read the English equivalents. Check those you can't get right away, and go back to them after finishing the group. Then skip around through the sentences to be sure you can still get the Malay when you come to the English in a different order.

Section C

1. Check-Up

(Group Work.) The Leader will ask various students to give the Malay for the English equivalents in the two Commentaries (Sec. A, 5; Sec. B, 5), and will ask you to explain the points discussed. Remember that you only need to know HOW something is said; no one knows WHY people talk the way they do, in Malay or any other language.

Next, the Leader will start the ball rolling on a final vocabulary check-up by asking one of the other students how to say something in Malay—'restaurant,' 'hotel,' 'where is the toilet?' and so on. The student who gives the correct answer will ask a similar question of someone else. Keep on going around in this way until you have covered the material of all the Basic Sentences. Refer to them if you want to for ammunition (in English), but if you do, be sure to cover the Malay so that you see only the English.

ADDITIONAL EXERCISES

A. Simple Arithmetic in Malay

Here are the numbers from one to twelve:

satu	*tujoh*
duě	*lapan*
tigě	*smilan*
ěmpat	*spuloh*
limě	*sěblas*
nam	*duě-blas*

Here are some sample additions:

a.	*brapě satu děngan sěblas?*	1 + 11 = ?
	satu děngan sěblas, duě-blas.	1 + 11 = 12
b.	*brapě limě děngan tigě?*	5 + 3 = ?
	limě děngan tigě, lapan.	5 + 3 = 8
c.	*brapě nam děngan ěmpat?*	6 + 4 = ?
	nam děngan ěmpat, spuloh.	6 + 4 = 10
d.	*brapě duě děngan tujoh?*	2 + 7 = ?
	duě děngan tujoh, smilan.	2 + 7 = 9

On a sheet of paper, write out the figures for similar problems which do not add up to more than twelve. Write, for example 8 + 2 = 10. The Group Leader will then ask one of the members of the group to say his problem in Malay and another to answer in Malay. The person who answers must give the whole addition, and not just the answer. For example, if you have written down 8 + 2 = 10, you say: *brapĕ lapan dĕngan duĕ?* and the one who answers must say: *lapan dĕngan duĕ, spuloh* not just plain *spuloh*. Continue this exercise until everyone has had a chance to ask and to answer.

B. Telling Time in Malay

Give the Malay for each of the following:

1. Four o'clock.
2. Twelve minutes after six.
3. A quarter after eleven.
4. Half past ten.
5. Quarter of three.
6. Nine minutes to two.
7. Six minutes after nine.
8. Five minutes to twelve.

On a sheet of paper, write similar problems which cover a quarter past the hour, half past the hour, a quarter to the hour and not more than twelve minutes before nor after the hour. The Group Leader will then ask one of the members of the group to say his problem in English and another to answer it in Malay. Continue this exercise until everyone has had a chance to answer.

2. Listening In

(Group Work.) Go through the following conversations with the group. Keep your books closed the first time through, and see how much you can understand as the Guide or record speaks. The speaker will pause after every sentence long enough to let you repeat it after him at the same speed. Be sure that you imitate him as exactly as you can.

Nothing new occurs in these conversations. If you are sure of the Basic Sentences, you should have little trouble. The Leader will discuss the meaning of the conversations with you, and you can go through any one of them a second time if necessary. This is your first chance to practice trying to understand what is said in Malay without any writing to follow.

Record 3A, after 4th spiral.

Conversation 1. Mr. Mat goes into a store to buy some cigarettes.

mat: *apĕ kabar ĕncheq.*
ĕncheq: *kabar baeq.*
apĕ ĕncheq naq bĕli?
mat: *sayĕ naq bli rokoq.*
ĕncheq: *ini dĕ.*
mat: *tolong kas samĕ sayĕ maches jugĕ.*
brapa argĕ ñĕ ni?
ĕncheq: *argĕ ñĕ duĕ-blas sen.*
mat: *mahap sajĕ ĕncheq.*
boleh kĕ sayĕ tompang tañĕ?
ĕncheq: *yĕ, boleh.*
mat: *di manĕ stesen-kretĕ-api?*
ĕncheq: *mahap sajĕ. apĕ ĕncheq bilang?*
mat: *di manĕ stesen-kretĕ-api?*
ĕncheq: *itu dĕ di dĕpan.*
mat: *mahap sajĕ ĕncheq.*
pukol bĕrapĕ skarang?
ĕncheq: *skarang pukol limĕ.*
mat: *di manĕ kĕday-makan di sini?*
ĕncheq: *kĕday-makan adĕ di situ.*
mat: *chubĕ tolong tunjoqkan?*
ĕncheq: *itu dĕ.*
mat: *trimĕ-kaseh ĕncheq.*
ĕncheq: *samĕsamĕ.*
mat: *slamat tinggal.*
ĕncheq: *slamat jalan.*

Record 3A, after 5th spiral.

Conversation 2. Mr. Smith is in a restaurant. The waitress speaks to him and asks:

cheq: *apĕ ĕncheq naq makan?*
smet: *kasi lah samĕ sayĕ dageng dĕngan kĕntang.*
cheq: *apĕ ĕncheq naq minom?*
smet: *kasi lah samĕ sayĕ kopi.*
cheq: *ini dĕ.*
smet: *brapa argĕ ñĕ ni?*
cheq: *satu ringget.*
smet: *ini dĕ.*
cheq: *trimĕ-kaseh.*
smet: *mahap sajĕ cheq.*
boleh kĕ sayĕ tompang tañĕ?
cheq: *yĕ, boleh.*
smet: *di mana adĕ otel di sini?*
cheq: *otel adĕ di sĕblah-kiri.*
smet: *trimĕ-kaseh.*

cheq: samĕsamĕ.
slamat jalan.
smet: slamat tinggal.

Record 3A, after 6th spiral.

Conversation 3. Mr. Mat and Mr. Smith meet on the street, about noon.

*smet: apĕ kabar cheq-daot.**

mat: kabar baeq.
apĕ kabar cheq-smet.
smet: kabar baeq.
ĕncheq adĕ rokoq kĕ?
mat: yĕ, say adĕ rokoq.
smet: tolong kas samĕ sayĕ sĕbatang.
mat: ĕncheq adĕ maches kĕ?
smet: tidaq. sayĕ taq adĕ maches.
tolong kas samĕ sayĕ maches jugĕ?

* The name *cheq-daot* is on the record by accident. It should be *cheq-mat.*

3. Conversation

(Group Work.) Act out the conversations from 3, with different students taking the parts and trying to act and speak as well as possible. In 3 you tested your understanding of the language; now test your speaking ability. Do it as well as you can, and make your acting as vivid as possible. When you have been through the conversations, and everyone has had a chance to act, try conversations of your own according to the suggestions given below or any other topics that occur to you. Try to ask questions as well as answer them, so that you keep the conversation moving. Don't be afraid to bring in new sentences if you are sure of them, but keep within the words you know from the Basic Sentences.

A. Asking Directions

1. You walk up to a stranger, excuse yourself, ask permission to question him and ask where the hotel is.
2. He answers, that's it ahead.
3. As you failed to understand, you say excuse me and ask him what he said.

4. He repeats. that's it ahead.
5. You thank him and say good-bye.
6. He says good-bye.

B. At a Restaurant

1. You walk into a restaurant, sit down and the waitress says how do you do, sir.
2. You say you are fine.
3. She asks you what you would like to eat.
4. You tell her to give you meat and some potatoes.
5. She asks you what you would like to drink.
6. You tell her to give you coffee.
7. As she sets the food on the table, she bumps your arm and says she is sorry.
8. You reply, it is nothing.
9. After you've eaten you ask her how much it costs.
10. She says one dollar and ten cents.
11. You pay, saying here it is.
12. She says thank you.
13. You both say good-bye.

PART ONE

UNIT 2

MEETING PEOPLE

SECTION A

1. Basic Sentences

[Go through this material just as you did in Unit 1. The Leader will read the English equivalent aloud; the Guide will speak the Malay twice, pausing each time long enough to allow the group to repeat it after him in unison. Then the Leader will read the next English equivalent, and the same cycle will be repeated. Be sure to listen carefully to the Guide and to imitate him as accurately as you can—sounds, tone of voice; pauses, intonation. Keep your eyes on the Malay spelling; but as you listen to the Malay and as you repeat it, keep thinking constantly of what the Malay expression means.

The group Leader, again, must see to it that everything runs off smoothly and that everyone follows directions. He must keep the work moving at a lively pace, with every man speaking up loud and clear; and he must make sure that the Guide keeps a close check on the students' pronunciation. It is up to the Guide, with the Leader's help, to accept or reject each man's imitation: to accept it if it sounds to him like the real Malay, to reject it if anything in the student's pronunciation sounds foreign or queer to him. Whenever the Guide rejects a student's imitation, he should say the Malay expression again so that the student may have another chance to mimic the sound of it; and the Guide should keep on saying it over and over (though usually not more than half a dozen times) until the student gets it right.]

ENGLISH EQUIVALENTS	MALAY
Record 3B, beginning.	
name	*namĕ*
Mahmot (name)	*mahmot*
1. Is your name Mr. Mahmot?	*ĕncheq kĕ namĕ ñĕ cheq-mahmot?*
no *or* not	*bukan*
2. No. My name isn't Mahmot	*bukan. namĕ sayĕ bukan mahmot.*
Dolah (name)	*dolah*
3. My name is Dolah.	*namĕ sayĕ dolah.*
who	*syapĕ*
4. Pardon me, what's your name?	*mahap sayĕ. syapĕ namĕ ĕncheq?*
David (name)	*daot*
5. My name is David.	*namĕ sayĕ daot.*
be acquainted with	*kĕnal*
Majet (name)	*majet*
6. Do you know Mr. Majet?	*ĕncheq knal kĕ samĕ cheq-majet?*
7. No. I don't know Mr. Majet.	*tidaq. sayĕ taq knal samĕ cheq-majet.*
8. Yes, I know him.	*yĕ, sayĕ knal diĕ.*
older brother	*abang*
9. Mr. Majet is your older brother, isn't he?	*cheq-majet tu abang ĕncheq yĕ?*
10. Yes. He's my older brother.	*yĕ, abang sayĕ.*
11. How is Mr. Majet?	*apĕ kabar ñĕ cheq-majet?*
well	*slamat*
12. He's well.	*diĕ slamat.*
older sister	*kakaq*
13. How's your older sister?	*apĕ kabar ñĕ kakaq ĕncheq?**
fine.	*baeq*
14. She's fine.	*diĕ baeq.*
friend	*kawan*
William Smith (name)	*wĕlyam-smet*
15. This is my friend (his name is) William Smith.	*ini kawan sayĕ, namĕ diĕ wĕlyam-smet.*
16. How do you do, Mr. Smith?	*apĕ kabar cheq-smet?*
17. I'm fine.	*kabar baeq.*
language	*bahsĕ*
Malay	*mlayu*

* Ignore second repetition.

18. Do you understand Malay? — *ĕncheq rĕti kĕ bahsĕ-mlayu?*
to a small extent — *siketsiket*
19. Yes, I understand it a little — *yĕ, sayĕ rĕti bahsĕ-mlayu siketsiket.*
person — *orang*
English — *inggres*
20. Are you (Mr. Smith) an Englishman? — *cheq-smet ni orang-inggres kĕ?*
21. No. I'm not an Englishman. — *bukan. sayĕ bukan orang-inggres.*

Record 4A, beginning.

from — *dari*
come — *datang*
22. Where do you come from? — *dari manĕ ĕncheq datang?*
land *or* country — *tanah*
America *or* American — *marekan*
23. I come from America. — *sayĕ datang dari tanah-marekan.*
24. I'm an American — *say orang-marekan.*
city — *bandar*
25. Which city do you come from? — *dari bandar manĕ ĕncheq datang?*
New York — *nuyok*
26. I come from New York. — *sayĕ datang dari nuyok.*
when — *bilĕ*
time that *or* one that — *'yang*
arrive — *sampay*
hither — *kmari*
27. When did you get here? — *bilĕ yang ĕncheq sampay kmari?*
just — *baru*
in — *dalam*
month *or* moon — *bulan*
28. I got here just about three months ago. — *sayĕ sampay kmari, baru dalam tigĕ bulan.*
live — *tinggal*
29. Where do you live? — *di manĕ ĕncheq tinggal?*
30. I live at a hotel. — *sayĕ tinggal di otel.*
31. What's the name of the hotel? — *apĕ namĕ ñ3 otel itu?*
Europe (name) — *yurop*
32. The name of the hotel is the Europe Hotel. — *otel itu namĕ ñĕ yurop-otel.*

2. Hints on Pronunciation

The letter *y* stands for a sound like the 'y' in 'you.'

PRACTICE 2A.1

Record 4A, after 1st spiral.

sayĕ	I
wayang-gambar	a movie
yĕ	yes
syapĕ	who?

Words with *y* before a vowel are sometimes pronounced a little more slowly with *i* instead of *y*; thus *siapĕ* or *syapĕ*.

The letters *ay* stand for a sound like that of 'aye' in 'aye, aye, sir,' or like the 'igh' in 'sigh.'

PRACTICE 2A.2

Record 4A, after 2nd spiral.

kĕday-makan	restaurant
sampay	reach
mlayu	Malay

The letters *ae* stand for a sound like *a* followed quickly by an *e*. Notice that it sounds very much like Malay *ay* except that the end of it seems to be drawled slightly. Notice also that the *a* part always sounds louder and slightly longer than the *e* part.

PRACTICE 2A.3

Record 4A, after 3rd spiral.

aer	water
maen	play
°*pĕrmaennan*	game

3. Practice on the Basic Sentences

(Group Work.) When you have mastered the Pronunciation Practice in the preceding subsection, go back to the Basic Sentences and run through them again two or three times. First repeat after the Guide in unison, as you did before; then take turns around the group, so that each man has a chance to imitate the Guide individually. While the Guide and the other members of the group are speaking, listen carefully; and as you

listen, keep in mind the meaning of the Malay expressions. During this practice, do not say anything in Malay without having the Guide or the phonograph records say it first.

4. Review of Basic Sentences: Covering the English

(Individual Study.) Working by yourself, turn back to the Basic Sentences and cover the English column. Read the Malay to yourself, and see how quickly you can call to mind the English equivalent for each one. Take the Malay expressions first in the order in which they are printed, and then skip around so as to get them in a new order. If you have forgotten the meaning of a word or phrase, put a check mark beside it and go on to the next; don't uncover the English column until you have been through the entire list at least once.

5. Commentary

Note 2A.1. *dič* 'he, she, it, they.'

The pronoun *dič* is used indifferently where English may use 'he,' 'she,' 'it' or 'they.' The sentence *dič bəeq* answers a question about your older sister's health as well as one about your older brother. In English we have no trouble in using 'they' to refer to men, women, or houses. In the same way, Malay uses *dič* to refer either to a man, a woman, a house or to men, women, or houses.

Note 2A.2. *sayĕ*, *ĕncheq*, and *dič*.

(a) *namĕ sayĕ* 'my name'
(b) *kawan sayĕ* 'my friend'
(c) *namĕ dič* 'his name'
(d) *abang ĕncheq* 'your older brother'

To say 'my' 'your' 'his' Malay puts the appropriate pronoun *after* the noun. Since *dič* means 'she' 'it' or 'they' as well as 'he,' a word-group like *kawan dič* means 'her friend' 'its friend' or 'their friend' as well as 'his friend.' The word *dič* is also used for 'him,' 'her,' 'them' as in the sentence:

sayĕ knal samĕ dič. 'I know him (*or* her, *or* them).'

In the same way *sayĕ* is used for 'me' as in the sentence:

dič knal samĕ sayĕ. 'He knows me.'

Note 2A.3. *apĕ kabar* and *apĕ kabar ñĕ.*

When asking someone directly how he or she is *apĕ kabar* is used as in the sentence *apĕ kabar ĕncheq?* In asking someone how another person (a third person) is, *apĕ kabar ñĕ* is used as in the sentence *apĕ kabar ñĕ kakaq ĕncheq?*

Note 2A.4. Demonstratives after names.

(a) *cheq-majet tu abang ĕncheq yĕ?* 'Mr. Majet is your older brother, isn't he?'
(b) *cheq-smet ni orang-inggres kĕ?* 'Are you (Mr. Smith) an Englishman?'

In Malay, just as in English, names of people may be modified by demonstratives (for example 'this' and 'that' in 'this Mr. Jones' or 'that John'). However, in Malay the demonstratives modify names in instances which we would not use English 'this' or 'that' to translate. Note that *itu* is used with the name of a person not participating in the conversation, but that *ini* is sometimes used with the name of a person who is.

Note 2A.5. The question word *manĕ.*

(a) *di manĕ ĕncheq tinggal?* 'Where do you live?'
dari manĕ ĕncheq datang? 'Where do you come from?'
(b) *dari bandar manĕ ĕncheq datang?* 'Which city do you come from?'

Notice that the interrogative word *manĕ* when used right after the words *di* 'at' and *dari* 'from' has a meaning like 'where?'. When *manĕ* is used as a modifier as in sentence (b) it has the meaning 'which . . .?' One may also say:

°*di otel manĕ?* 'At which hotel?'
°*dari tanah manĕ ĕncheq datang?* 'From what country do you come?'

Note 2A.6. Compounds.

The most frequent kind of compound is of the type of *orang-marekan* 'an American.' Notice that the second part *marekan* 'American' describes or modifies the first part, *orang* 'person.' Compounds of this kind are made rather freely in Malay. Other examples are

bahsĕ-mlayu 'Malay language' (*bahsĕ* 'language'), *tanah-mlayu* 'Malaya' (*tanah* 'land').

A similar compound is *stesen-kretĕ-api* 'railroad station' which is composed of two elements *stesen* 'station' and *kretĕ-api* 'railroad.' The word *kretĕ-api* is itself a compound of the words *kretĕ* 'car' and *api* 'fire.'

Other compounds which have the second part modifying the first are *sĕblah-kanan* 'right side,' *sĕblah-kiri* 'left side' *keday-makan* '(eating-shop), restaurant.' In *keday-makan*, as you already know, the second part *makan* 'eat' is a verb.

6. Exercises

(Individual Study.) The following exercise is similar to the one you did in Unit 1, Section A. Follow the directions given there. Be sure that you understand all the Malay sentences, and then decide which one, in each group of three, fits the situation described in English. If there is anything that gives you trouble, go back to the Basic Sentences or to the Commentary.

1. You are talking with a Malay and you notice an European across the street. The Malay asks you if you are acquainted with him:

a. *ĕncheq knal kĕ samĕ diĕ?*
b. *ĕncheq knal kĕ samĕ abang sayĕ?*
c. *apĕ kabar ñĕ diĕ?*

2. You are acquainted:

a. *yĕ, sayĕ knal samĕ abang ĕncheq.*
b. *diĕ datang dari singĕpurĕ.*
c. *yĕ, sayĕ knal.*

3. The Malay asks what his name is:

a. *siapĕ tinggal di sini?*
b. *diĕ rĕti kĕ bahsĕ-mlayu?*
c. *siapĕ namĕ diĕ?*

4. His name is Smith:

a. *diĕ datang dari nuyok.*
b. *namĕ diĕ smet.*
c. *namĕ ñĕ otel itu yurop-otel.*

5. He asks if your acquaintance understands Malay:

a. *diĕ rĕti kĕ bahsĕ-mlayu?*

b. *dari manĕ dič datang?*
c. *bilĕ yang dič sampay kmari?*

6. Yes, he understands Malay:
a. *dič datang dari nuyok.*
b. *yĕ, dič rĕti bahsĕ-mlayu.*
c. *dič bukan orang-merekan.*

7. He asks whether your acquaintance is an American:
a. *dič knal kĕ samĕ cheq-dolah?*
b. *dič tu orang-inggres kĕ?*
c. *dič tu orang-marekan kĕ?*

8. No, he is not an American. He is an Englishman:
a. *bukan. dič bukan orang-marekan. di orang-inggres.*
b. *bukan. dič bukan orang-inggres. dič datang dari nuyok.*
c. *dič sampay kmari, baru dalam duĕ bulan.*

9. He asks where your acquaintance lives:
a. *di manĕ dič tinggal?*
b. *dari manĕ kawan ĕncheq datang?*
c. *apĕ kabar ñĕ kawan ĕncheq?*

10. He lives in Singapore:
a. *dič datang dari singĕpurĕ.*
b. *dič slamat.*
c. *dič tinggal di singĕpurĕ.*

11. He asks when your acquaintance got here:
a. *pukol brapĕ wayang-gambar mulĕkan maen di sini?*
b. *bilĕ yang dič sampay kmari?*
c. *bilĕ dič naq makan?*

12. He arrived just about one month ago:
a. *dič taq adĕ rokoq.*
b. *dič sampay kmari baru dalam satu bulan.*
c. *dič naq minom kopi.*

7. Check-Up on the Exercise

(Group Work.) Follow the same procedure as in the corresponding subsection of Unit 1, Section A. As usual, the Leader will read the English statements in the exercise and ask you to supply orally the Malay sentence that satisfies each of the situations described in English.

8. Review of Basic Sentences: Covering the Malay

(Individual Study.) Working alone, check once more your knowledge of the Basic Sentences in Section A of this Unit. Follow the same plan as in Unit 1. Try to recall each Malay expression as you read the English equivalents. Unless you have learned the Malay cold, you have not finished this Section.

Section B

1. Basic Sentences

(Group Work.) Go through the following Basic Sentences just as you went through the ones in Section A. The Guide or the phonograph records will give you each Malay expression twice, and you will repeat after him in unison each time. Speak up, and imitate the Guide as closely as you can.

ENGLISH EQUIVALENTS	MALAY
Record 4A, after 3rd spiral.	
like	*sukĕ*
1. Do you like to live at that hotel?	*ĕncheq sukĕ kĕ tinggal di otel itu?*
2. Yes, I like [it].	*yĕ, sayĕ sukĕ.*
already	*sudah*
marry	*kawen*
3. Are you (already) married?	*ĕncheq sudah kawen kĕ?*
Record 4B, beginning.	
4. Yes, I am.	*yĕ, sudah.*
5. Is your friend (already) married too?	*kawan ĕncheq sudah kawen jugĕ kĕ?*
not yet	*bĕlom*
6. No. He's not married yet.	*blom. dič blom kawen.*
7. Who are those [people] there?	*syapĕ itu di sanĕ?*
8. Your friends too?	*kawan ĕncheq jugĕ ke?*
we	*kitĕ*
9. Yes, [they are] our friends.	*yĕ, kawan kit'ĕ.*
they	*di-orang*
know	*tau*
speak	*chakap*
10. Do they know [how to] speak Malay?	*di-orang tau kĕ chakap mlayu?*
11. No. They don't know [how to] speak Malay.	*tidaq. di-orang taq tau chakap mlayu.*
so long	*tinggal lah dulu*
12. Sorry, [I have to go]. So long, Mr. Majet.	*mahap sajĕ. tinggal lah dulu, cheq-majet.*
you (plural)	*ĕncheq-ĕncheq*
13. Where are you going?	*ĕncheq-ĕncheq naq k manĕ?*
we	*kitĕ-orang**

* On the second repetition the voice on the record says *kit'orang*.

town *pĕkan*

14. We are going to town. *kit'orang naq pĕgi kĕ pĕkan.*

do *bwat*

15. What are you going to town for? (lit. What are you doing going to town?) *apĕ ĕncheq-ĕncheq naq bwat pĕgi kĕ pĕkan?*

look at *tengoq*

show *wayang*

16. We're going to see a show. *kit'orang naq pĕgi tengoq wayang.*

17. I'm going to see a show, too. *sayĕ naq pĕgi tengoq wayang jugĕ.*

let's *mari*

(be) together (with) *samĕsamĕ*

18. Let's [go] sir. We'll go together. *mari lah ĕncheq. kitĕ pĕgi samĕsamĕ.*

More Names of Countries

England	*englan*
China (*or* Chinese)	*chinĕ*
Holland (*or* Dutch)	*blandĕ*
Java (*or* Javanese)	*jawĕ*
Philippines (*or* Filipino)	*mĕnilĕ*
Japan (*or* Japanese)	*jĕpon*
East Indies (*or* East Indian)	*sĕblah tanah-jawĕ*
(British) India (*or* Indian)	*endya*

2. Hints on Pronunciation

The letter *q* stands for a sound that occurs in the middle of the English grunt 'uh-uh' meaning 'no.' It is made deep down in the throat. In imitating this sound try to hold your breath after making a short vowel.

PRACTICE 2B.1

Record 5A, beginning.

rokoq..... cigarette
nasiq..... cooked rice
baeq..... fine

The letter *h* stands for the same kind of sound as the 'h' in 'horse.' In Malay, however, *h* stands for the same kind of a sound even at the end of a word. It may help you to try to gasp any vowel followed by an *h* that is final or followed by another consonant.

PRACTICE 2B.2

Record 5A, after 1st spiral.

tujoh..... seven
tanah..... land, country
trimĕ-kaseh..... thank you
mahap..... excuse

Some words may begin with *h* or a vowel, as:

argĕ..... price
or *hargĕ*..... price

The letters *ng* stand for a sound like the 'ng' in 'singer' and not like the 'ng' in 'finger.'

PRACTICE 2B.3

Record 5A, after 2nd spiral.

tĕmpat-bwang-aer..... toilet
singĕpurĕ..... Singapore
stĕngah..... half
dĕngan..... with

The letters *ngg* stand for a sound like the 'ng' in 'finger.'

PRACTICE 2B.4

Record 5A, after 3rd spiral.

inggres..... English
tinggal..... live

3. Practice on the Basic Sentences

(Group Work.) Repeat here the same procedure that you followed in the corresponding subsection of Section A. Go through the Basic Sentences of Section B several times more, first in unison and then with each man taking turns. As always, listen carefully and try to imitate as exactly as you can the sounds you hear. Keep thinking, as you listen and repeat, of what the Malay expressions mean.

4. Review of Basic Sentences: Covering the English

(Individual Study.) Working by yourself, turn back to the Basic Sentences of Section B and cover the English column. Read the Malay to yourself, and see how quickly you can call to mind the English equivalent for each one. Take them up first in the order in which they are listed, and after that skip around so as to come upon them in a different order. Don't uncover the English column until you have been through the entire list at least once.

5. Commentary

Note 2B.1. Asking the names of persons and places.

In asking a person's name the word *syapĕ* 'who' is used as in the sentence *syapĕ namĕ ĕncheq?* 'What is your name?'. However, in asking the name of a place (such as a hotel or theater or city, which may have a name) *apĕ*, 'what' is used as in the sentence *apĕ namĕ ñĕ otel itu?* 'What is the name of that hotel?'.

Note 2B.2. *ĕncheq* and *ĕncheq-ĕncheq.*

The difference between *ĕncheq* and *ĕncheq-ĕncheq* is that *ĕncheq-ĕncheq* can only be used in speaking to two people or more: that is, it is explicitly plural. *ĕncheq* like *rokoq* and *otel* is indifferent as to number, but is hardly ever used in speaking to more than two persons.

Note 2B.3. *diĕ, di-orang* 'they.'

Review the sentence *di-orang tau kĕ chakap mlayu?* 'Do they know how to speak Malay?' and the reply *di-orang taq tau chakap mlayu* 'They don't know how to speak Malay.' In Note 2A.1 we saw that *diĕ* is used not only for English 'he,' 'she,' and 'it' but also for English 'they.' On the other hand, Malay has another word *di-orang* 'they' which, like *ĕncheq-ĕncheq* in the preceding note, is always plural, but which is used only when it is important to refer to the fact that there are more than one person. *di-orang* is used only in referring to human beings. However *diĕ* is used to refer to any number and is not limited to referring to humans. The word *di-orang* is also used for 'them,' as in the sentence:

sayĕ taq knal samĕ di-orang 'I don't know them.'

Note 2B.4. *kitĕ* 'we, our' *kit'orang* 'we.'

Review sentences (1) *kawan kitĕ* 'our friend(s)' (2) *kit'orang naq pĕgi kĕ pĕkan.* 'We're going to town' (3) *kit'orang naq pĕgi tengoq wayang.* 'We're going to see a movie.' Sentence (1) shows that *kitĕ* 'we' if placed after a noun has the meaning of English 'our.' This is parallel to what was said about *sayĕ*, *ĕncheq*, and *diĕ* in Note 2A.2.

The principal difference between *kitĕ* 'we, our' (which must refer to at least two people) and *kit'orang* 'we' is that *kit'orang* is not used for less than three people. In other words *kitĕ* and *kit'orang* are in the same relationship as *diĕ* and *di-orang*. Thus *kit'orang* is also used for 'our' in referring to three or more people:

kawan kit'orang. 'our friend.'

Both *kitĕ* and *kit'orang* are used for 'us' as in the sentences:

diĕ knal samĕ kitĕ. 'He knows us.'
diĕ knal samĕ kit'orang. 'He knows us (three or more).'

Note 2B.5. Another way of asking a question.

cheq-majet tu abang ĕncheq yĕ? 'Mr. Majet is your older brother, isn't he?'

Note that Malays say *yĕ* at the end of a question where in English we add the phrase 'isn't it?' Notice that *yĕ* is used in a similiar way in this sentence:

tolong kasi aer jugĕ yĕ? 'Please give me some water too, won't you?'

and that in English we must use another expression, 'won't you?'

Note 2B.6. Equational sentences.

1. *namĕ sayĕ dolah.* 'My name is Dolah.'
2. *say orang-marekan.* 'I'm an American.'
3. *cheq-majet tu abang ĕncheq yĕ?* 'Mr. Majet is your older brother, isn't he?'
4. *ini kawan sayĕ, namè diĕ wĕlyam-smet.* 'This is my friend, his name is William Smith.'

The words *namĕ*, *dolah* in sentence 1, *orang-marekan* in 2, *abang* in 3 and *kawan* and *wĕlyam-smet* in 4 are

nouns. Each of these sentences can be broken up into two parts in this way;

1. *namĕ sayĕ = dolah.*
2. *sayĕ = orang-marekan.*
3. *cheq-majet tu = abang ĕncheq yĕ?*
4. *ini = kawen sayĕ, namĕ diĕ = wĕlyam-smet.*

Notice that in sentences 1, 3, and 4 English says 'is' at the 'equals' sign, and in sentence 2 English says 'am.' The Malay sentences have no verbs and no word for English 'am' and 'is.' Notice, too, that on each side of the equals sign is a noun or a pronoun. Sentences of this kind are called equational sentences.

Note 2B.7. *bukan* the negative with nouns.

(a) *namĕ sayĕ bukan mahmot.* 'My name is not Mahmot.'
(b) *sayĕ bukan orang-inggres.* 'I'm not an Englishman.'

Notice that if you take the word *bukan* out of these sentences you have left a sentence of the kind noted above (in 2B.6). The negative with nouns is the word *bukan.*

Note 2B.8. *taq.*

(a) *taq adĕ di sini.* 'It is not here.'
(b) *sayĕ taq adĕ rokoq.* 'I don't have any cigarettes.'
(c) *sayĕ taq knal samĕ cheq-majet.* 'I'm not acquainted with Mr. Majet.'
(d) *diĕ taq tau chakap mlayu.* 'He doesn't know how to speak Malay.'

The words *adĕ* in (a) and (b), *knal* in (c) and *tau* in (d) are verbs. Notice that the word that means 'not' in these sentences is *taq.* Compare these sentences with those in the preceding note. The normal negative with a verb is *taq.*

Note 2B.9. *blom.*

(a) *kawan ĕncheq sudah kawen jugĕ kĕ?* 'Is your friend married too?'
(b) *blom. diĕ blom kawen.* 'No. He is not married yet.'

The word *blom* is a special word which is the equivalent in meaning of *taq + sudah.* However the latter combination is not used by Malay speakers. Instead the word *blom* is used.

Note 2B.10. Prepositions.

(a) *dari manĕ ĕncheq datang?* 'Where do you come from?'
sayĕ datang dari tanah-marekan. 'I come from America.'
dari bandar manĕ ĕncheq datang? 'What city do you come from?'

(b) *pukol brapĕ kretĕ-api bĕtolaq pĕgi kĕ singĕpurĕ?* 'What time does the train leave for Singapore?'
ĕncheq-ĕncheq naq k manĕ? 'Where are you going?'
kit'orang naq pĕgi kĕ pĕkan. 'We're going to town.'
apĕ ĕncheq-ĕncheq naq bwat pĕgi kĕ pĕkan? 'What are you going into town for?'

(c) *di manĕ stesen-kretĕ-api?* 'Where is the railroad station?'
otel adĕ di situ. 'The hotel is there.'
ĕncheq sukĕ kĕ tinggal di otel itu? 'Do you like to live at that hotel?'
itu diĕ di dĕpan. 'That is it ahead.'
kĕday-makan adĕ di sĕblah-kanan. 'The restaurant is on the right.'

There are three prepositions in Malay which behave in a more or less parallel way. They are *di* 'at,' *kĕ* 'to,' *dari* 'from.' The above sentences show all of the ways in which these prepositions have been used. Note that these prepositions indicate that something happened at or is connected with a place.

The preposition *kĕ* is used only in the meaning 'to (a place).' In the following sentences *samĕ* is equivalent to the English 'to,' but notice that the meaning is '(give) to (someone).'

tolong kasi samĕ sayĕ manches jugĕ. 'Please give (to) me some matches too.'
kasi lah samĕ sayĕ kopi. 'Do give me some coffee.'

The preposition *samĕ* is often used in about the same meaning as *dĕngan* 'with.' For example the following two sentences have about the same meaning:

ĕncheq knal kĕ samĕ cheq-majet? 'Are you acquainted with Mr. Majet?'
ĕncheq knal kĕ dĕngan cheq-majet? 'Are you acquainted with Mr. Majet?'

The five words (*di, kĕ, dari, samĕ, dĕngan*) are prepositions. Malay prepositions never end a sentence or

word group. There must always be another word that follows them.

The word *samĕsamĕ* '(be) together (with),' '(be) along (with)' is a verb and is used in sentences like the following:

°*sayĕ pĕgi di situ samĕsamĕ dič.* 'I went there together with him.'

as well as the Basic Sentence:

kitĕ pĕgi samĕsamĕ. 'We'll go together.'

Note 2B.11. The pronoun *ñĕ*.

The pronoun *ñĕ* is used only after other words and only as a modifier. Like other pronouns (see Note 2A.1–2), it modifies the preceding word. We have seen the following sentences which contain *ñĕ*:

1. *ñĕ* follows a noun, for instance *argĕ*:

brapĕ argĕ ñĕ? ('How much is the price of it?') 'How much is it?'
or 'How much does it cost?'

2. Very often the person or thing to which *ñĕ* refers is mentioned later in the sentence; for example:

argĕ ñĕ rokoq ni ('price of them these cigarettes') 'the price of these cigarettes.'

kabar ñĕ kakaq ĕncheq ('news of her your older sister') 'news of your older sister.'

Expressions like the preceding occur in the following sentences:

brapĕ argĕ ñĕ rokoq ni? ('How much is the price of them these cigarettes?') 'How much are these cigarettes?'

brapĕ argĕ ñĕ ni? ('How much is the price of it this *or* ... their price these?') 'How much is this?' *or* 'How much are these?'

apĕ kabar ñĕ cheq-majet? ('What is the news of him Mr. Majet?') 'How is Mr. Majet?'

apĕ namĕ ñĕ otel itu? ('What is the name of it that hotel?') 'What is the name of that hotel?'

3. *ñĕ* is also used to refer back to a word earlier in the sentence (just the opposite of 2):

rokoq tu argĕ ñĕ sploh sen. ('Those cigarettes the price of them is ten cents.') 'Those cigarettes cost ten cents.

itu argĕ ñĕ duĕ ringget sploh sen. ('That price of it is two dollars and ten cents.') 'Those cost two dollars and ten cents.'

otel itu namĕ ñĕ yurop otel. ('That hotel the name of it is Europe Hotel.') 'That hotel is called the Europe Hotel.'

The following sentences illustrate how one makes a negative of the preceding sentences:

rokoq tu argĕ ñĕ bukan sploh sen. ('Those cigarettes the price of them is not ten cents.') 'Those cigarettes did not cost ten cents.' i.e. they cost more.

otel itu namĕ ñĕ bukan yurop-otel. ('That hotel the name of it is not the Europe Hotel.') 'That hotel is not called the Europe Hotel.'

The word to which *ñĕ* refers may also be another pronoun. In the following Basic Sentence it refers to *ĕncheq*.

ĕncheq kĕ namĕ ñĕ cheq-mahmot? ('Are you the name of him Mr. Mahmot?') 'Is your name Mr. Mahmot?'

Note 2B.12. Names of countries, peoples, and languages.

The words that are listed under 'More names of countries' at the end of Basic Sentences 2B, may be used in making substitutions in the sentences which refer to countries, nationalities and languages. For your convenience compounds of these words are listed here.

	Country	Nationality	Language
America	*tanah-marekan*	*orang-marekan*	*bahsĕ-inggres*
England	*tanah-englan*	*orang-inggres*	*bahsĕ-inggres*
China	*tanah-chinĕ*	*orang-chinĕ*	*bahsĕ-chinĕ*
Holland	*tanah-blandĕ*	*orang-blandĕ*	*bahsĕ-blandĕ*
Malaya	*tanah-mlayu*	*orang-mlayu*	*bahsĕ-mlayu*
Java	*tanah-jawĕ*	*orang-jawĕ*	*bahsĕ-jawĕ*
Philippines	*tanah-mnilĕ*	*orang-mnilĕ*	*bahsĕ-mnilĕ*
Japan	*tanah-jĕpon*	*orang-jĕpon*	*bahsĕ-jĕpon*
India	*tanah-endya*	*orang-endya*	*bahsĕ-endya*
East Indies	*sĕblah tanah-jawĕ*	*orang sĕblah tanah-jawĕ*	

6. Exercise

(Individual Study.) Still working by yourself, read through the following exercises and answer the questions they ask. Be sure that you thoroughly understand all the Malay material, and that you can justify your choice of an answer by referring to models in the Basic Sentences or to Notes in the Commentary. When you have solved the problems, read the correct sentences aloud to yourself and fix them in your mind.

1. Here are five sentences, each one with a blank to be filled in. The proper word in every case is one of these three: *apĕ, brapĕ, syapĕ.* Choose the correct word to fill in each blank; then read the completed sentences aloud to yourself and notice the meaning.

(a) —— *namĕ ñĕ kĕday-makan itu?*
(b) —— *orang tinggal di situ?*
(c) *mahap sajĕ.* —— *namĕ kakaq ĕncheq?*
(d) —— *kabar ñĕ abang ĕncheq?*
(e) —— *orang naq pĕgi kĕ pĕkan.*

2. Here are eight sentences, each one with a blank to be filled in. The proper word in every case is one of these three: *di, kĕ, dari.* Choose the correct word to fill each blank; then read the completed sentence aloud to yourself and notice the meaning.

(a) *sayĕ naq pĕgi* —— *pĕkan.*
(b) *kit'orang makan* —— *kĕday-makan.*
(c) *kawan kitĕ adĕ* —— *nuyok.*
(d) *ĕncheq naq pĕgi* —— *singĕpurĕ kĕ?*
(e) *ĕncheq-ĕncheq sukĕ kĕ tinggal* —— *situ?*
(f) *di-orang datang* —— *tanah-marekan.*
(g) *abang sayĕ datang* —— *nuyok.*
(h) *kakaq ĕncheq naq* —— *manĕ?*

3. Here are eight English sentences lettered from (a) to (h) and ten Malay sentences lettered from (s) to (z). Match up the sentences by finding the proper English equivalent for each of the Malay expressions.

(a) Does your older brother know how to speak Malay?
(b) We are going to Singapore.
(c) Do you like to live here?
(d) Yes, we understand a little Malay.
(e) Where are you going?

(s) *di-orang naq pĕgi kĕ pĕkan.*
(t) *tidaq. abang sayĕ taq tau chakap mlayu.*
(u) *yĕ. kitĕ rĕli bahsĕ-mlayu sikcziket.*
(v) *ĕncheq sukĕ kĕ tinggal di sini?*
(w) *kakaq ĕncheq sudah kawen jugĕ kĕ?*

(f) Is your older sister married too?

(x) *abang ĕncheq tau kĕ chakap mlayu?*

(g) No. My older brother doesn't know how to speak Malay.

(y) *ĕncheq naq k manĕ?*

(h) They are going to town.

(z) *kitĕ naq pĕgi kĕ singĕpurĕ.*

7. Check-Up on the Exercise

(Group Work.) This time, the Leader will call on various members of the group in turn to give orally their solutions to the various problems in the exercise. Each man should be ready to answer any question, and to criticize, if necessary, the answers given by other members of the group. When there is a difference of opinion about the correct solution of a problem, general discussion among all the members of the group will generally clear it up.

8. Review of Basic Sentences: Covering the Malay

(Individual Study.) Working alone, check once more your knowledge of the Basic Sentences in Section B of this Unit. Cover the Malay column, and proceed as before. Don't leave this section until you are sure that you know the English equivalent for every Malay expression. Remember: until you know it cold, you haven't learned it.

Section C

1. Check-Up

(Group Work.) As before, the Leader will first go through the Commentaries to Sections A and B, asking various students to give the Malay for the English equivalents in the Notes and asking them to explain, in simple terms, the points that have been discussed. Next, the Leader will start the vocabulary check-up by asking one of the other students how to say something in Malay—a single word, a phrase, or a whole sentence.

Whoever gives the correct answer will then ask a similar question, and so on until everyone has asked and answered questions and the entire material in the two groups of Basic Sentences has been covered.

2. Listening In

(Group Work.) Listen to the following conversation, and repeat each Malay sentence in unison after the Guide or the phonograph records. First listen with your books closed, and see how much of it you can actually understand just through your ears; then listen again with your books open.

Record 5A, after 4th spiral.

Conversation 1. Mr. Smith is looking for Mr. Majet. He arrives at the street where Mr. Majet lives and goes up to a Malay.

smet: *mahap sajĕ ĕncheq.*
boleh kĕ sayĕ tompang tañĕ?
ĕncheq: *yĕ, boleh.*
smet: *ĕncheq tau kĕ di manĕ cheq-majet tinggal?*
ĕncheq: *yĕ, sayĕ tau di manĕ dič tinggal.*
dič tinggal di situ.
smet: *trimĕ-kaseh.*
ĕncheq: *samĕsamĕ.*

Record 5A, after 5th spiral.

Conversation 2. Mr. Smith goes to the house indicated and speaks to the Malay sitting on the porch.

smet: *mahap sajĕ. ĕncheq kĕ namĕ ñĕ cheq-majet?*
majet: *yĕ, namĕ sayĕ majet.*
smet: *namĕ sayĕ smet.*
ĕncheq kĕnal kĕ samĕ abang sayĕ?
majet: *syapĕ namĕ dič?*
smet: *namĕ dič wĕlyam-smet.*
majet: *yĕ, sayĕ kĕnal samĕ abang ĕncheq.*
dič kawan sayĕ.
apĕ kabar ñĕ dič?
smet: *dič baeq.*
majet: *di manĕ dič skarang?*
smet: *di adĕ di sini jugĕ.*
majet: *mahap sajĕ. dič sudah kawĕn kĕ?*
smet: *bĕlom. dič blom kawen.*
majet: *bilĕ yang abang ĕncheq sampay kmari?*
smet: *dič sampay kmari, baru dalam duĕ bulan.*
mahap sajĕ. tinggal lah dulu cheq-majet.

Record 5A, after 6th spiral.

Conversation 3. Mr. Mahmot is in a restaurant and notices five Europeans seated in the far corner. The waiter comes up to him:

mahmot: mahap sajĕ ĕncheq.
boleh kĕ sayĕ tompang tañĕ?
ĕncheq: yĕ, boleh.

mahmot: syapĕ itu di sanĕ? ĕncheq kĕnal kĕ samĕ di-orang?
ĕncheq: yĕ, sayĕ knal samĕ di-orang.
mahmot: di-orang tu orang-marekan kĕ?
ĕncheq: bukan. di-orang bukan orang-marekan. di orang-inggres.
mahmot: di-orang rĕti kĕ bahsĕ-mlayu?
ĕncheq: yĕ, di-orang rĕti bahsĕ-mlayu.

3. Conversation

(Group Work.) This section is the pay off: it is the goal toward which you have been working all through the Unit. Up to this point you have memorized words and phrases and sentences, you have practiced the pronunciation of particular sounds, you have studied the structure of the language, and you have successfully mastered the exercises provided to test your knowledge of the material. In Section C you have had a chance to check up on what you know, and to listen to some Malay conversation without the aid of English equivalents to look at. Now at last you are ready to take off on your own and use the material you have learned, and by doing so to find out whether you have really learned it. If you have, you will be able to rattle off the Malay words and sentences of the first two Units without a moment's hesitation, without having to fumble around for the right words, without having to think back laboriously to the English equivalents.

Act out the conversations from the Listening In, with different students taking the parts and trying to make them sound as real and as lively as possible. When you have been several times through these conversations, try out new ones on your own hook, patterned on the ones you have been listening to. Don't be discouraged by the fact that at this point your range of conversational topics is still rather limited. You'll be able soon to talk about a wider variety of subjects, but only if you first master the simple things. In making up your own conversations, don't be afraid to bring in new sentences, provided you are sure of them and pro-

vided they follow the models given in the Basic Sentences of the first two Units. Exploit these models for all they are worth; drill on them and deep drilling, until you know them cold. Here are some suggestions for dialogues that you can act out:

A. You are looking for an acquaintance of a friend. You arrive at his house and meet him. You ask him if he is acquainted with your friend. He says that he is and asks how your friend is and whether said friend is married. He then asks you where you are from, what country, what city, when you arrived, where you are living, and so on.

B. You are talking with a Malay, when some 4 or 5 Americans, with whom you are acquainted, pass by and wave at you. He asks if you are acquainted with them, whether they know how to speak Malay, where they are from and where they are now living. You ask your Malay friend the time and excuse yourself, saying it is time to go to eat.

Note: In future Units, we shall save space in Sections A and B by shortening or omitting the instructions for Group Work and Individual Study. The instructions at the beginning of the Basic Sentences and of the Exercises will be cut to a minimum; and the subsections dealing with Practice on the Basic Sentences, Review of the Basic Sentences, and Check-Up on the Exercises (3, 4, 7, 8) will be represented by the headings alone, without any instructions at all. By this time you know what is expected of you in each section; when you see the heading (for instance: 3. Practice on the Basic Sentences), follow the procedure already familiar to you from Units I and II. If you have forgotten what the headings mean, look back at one of these early Units and refresh your memory.

TRADES AND OCCUPATIONS

Section A

1. Basic Sentences

Record 5B, beginning.

ENGLISH EQUIVALENTS	MALAY
house	*rumah*
1. Is Mahmot at home?	*si mahmot adĕ di rumah kĕ?*
work	*krĕjĕ*
day	*ari*
2. No. He's working today (lit. this day)	*taq adĕ. dič krĕjĕ ini ari.*
3. Where's Mahmot working?	*si mahmot krĕjĕ di manĕ?*
4. He's working in the city now.	*skarang dič krĕjĕ di bandar.*
job	*pĕkrĕjĕqan*
5. What's Mahmot's job?	*apĕ pĕkrĕjĕqan ñĕ si mahmot?*
result	*jadi*
cook	*tukang-masaq*
6. He's a cook.	*dič jadi tukang-masaq.*
earlier	*dulu*
7. What was your job before?	*apĕ pĕkrĕjĕqan ĕncheq dulu?*
before	*sĕbĕlom*
war	*prang*
clerk	*krani*
8. Before the war, I was a clerk.	*sĕblom prang dulu, sayĕ jadi krani.*
9. Is that so?	*yĕ kĕ?*
10. Yes.	*yĕ.*
younger brother *or* younger sister	*adeq*
11. My younger sister's a clerk too.	*adeq sayĕ jadi krani jugĕ.*

12. Where is she a clerk? *dič jadi krani di manč?*
post office *posopes*
13. At the post office. *di posopes.*
farm *kĕbon*
14. Do you work in the city [or] on a farm? *ĕncheq ni, krějĕ di bandar kĕ krějĕ di kĕbon?**
15. I'm working on a farm now. *sayĕ krějĕ di kĕbon skarang.*
16. On whose farm? *di kĕbon syapĕ?*
father *bapaq*
17. On my father's farm. *di kĕbon bapaq sayĕ.*
village *kampong*
18. Do you like to live in the country? *ĕncheq sukĕ tinggal di kampong?*
oh *o*
19. Oh yes. I like living in the country. *o yĕ, sayĕ sukĕ tinggal di kampong.*

2. Hints on Pronunciation

The letter *ch* always stands for a sound like the 'ch' in 'chair.' You will notice that the Malay *ch* is different in that there is a little 'sh' sound in it. A Malay will have no difficulty understanding you if you simply use the English sound. On the other hand, if you wish to be more accurate in imitating the Malay sound, put the tip of your tongue down behind your lower teeth when you say the Malay *ch*.

PRACTICE 3A.1

Record 6A, beginning.

cheq ..... Miss
manches ..... match
chakap ..... speak
chubĕ ..... try

The letter *j* stands for a sound very much like the 'j' of 'jack' except that there is very little 'zh' in it. A Malay will have little difficulty in understanding you if

* The second repetition begins with *ĕncheq ini.*

you simply use the English sound that 'j' stands for. If you wish to be more accurate, put the tip of your tongue down behind your lower teeth when imitating the Malay *j*.

PRACTICE 3A.2

Record 6A, after 1st spiral.

tunjoqkan..... to show
cheq-majet..... Mr. Majet
mahap sajĕ..... Excuse me.
krĕjĕ..... work

The letter *ñ* stands for a sound like the 'ny' of 'canyon' pronounced like one sound. There is danger of misunderstanding, if you pronounce the combination too slowly. If you wish to be certain of being understood put the tip of your tongue behind your lower teeth in imitating the Malay *ñ*.

3. Practice on the Basic Sentences

4. Review of Basic Sentences: Covering the English

5. Commentary

PRACTICE 3A.3

Record 6A, after 3rd spiral.

tañĕ..... ask a question
apĕ kabar ñĕ..... How is he?
°diĕ puñĕ kĕday..... his store

Note 3A.1. *di kĕbon bapaq sayĕ.* 'On my father's farm.'

We learned in Notes 2A.2 and 2B.4 that pronouns are placed after a noun with the meaning of 'my,' 'your,' etc. In other words the pronoun can be said to modify or describe the preceding noun. That is, in the phrase *bapaq sayĕ*, *sayĕ* describes the word *bapaq*. In the same way a noun may follow another noun and modify it. The word *bapaq* follows *kĕbon*, another noun, and describes it. Just as *bapaq sayĕ* means 'my father,' so *kĕbon bapaq sayĕ* means 'my father's farm,' or 'the farm of my father.'

Note 3A.2. *jadi*

dič jadi tukang masaq. 'He's a cook.'
sěblom prang dulu, sayě jadi krani. 'Before the war I was a clerk.'
adeq sayě jadi krani jugě. 'My younger sister's a clerk too.'
dič jadi krani di manč? 'Where is she a clerk?'

All the words following the verb *jadi* in this group of sentences are nouns meaning someone who has a certain profession or occupation, such as a cook and clerk. Notice that *jadi* is translated by English 'is' 'am' 'are' when followed by nouns with this meaning.

Note 3A.3. *syapě* as a modifier.

di kěbon syapě? 'On whose farm?'

syapě may follow a noun and modify it as in *di kěbon syapě?* In this position *syapě* means 'whose.' Note that this way of using *syapě* is parallel to the use of *ěncheq, dič, sayě* (see Note 2A.2) and *kitě* (see Note 2B.4).

Note 3A.4. The position of interrogative words.

si mahmot krějě di manč? 'Where does Mahmot work?
dič jadi krani di manč? 'Where is she a clerk?'

In English when we ask questions we usually put the interrogative word at the beginning of the sentence as in the sentence: 'Where are you working?' Sometimes, but only rarely, somebody will say 'You're working where?' In Malay, on the other hand, the sentence *si mahmot krějě di manč?* is as common as *di manč si mahmot krějě?*

Note 3A.5. Another way of asking questions.

(a) *ěncheq sukě kě tinggal di otel itu?* 'Do you like living at that hotel?'
(b) *ěncheq sukě tinggal di kampong?* 'Do you like living in the country?'

There is a type of question in Malay which is very much like a statement except that the voice gradually rises during the sentence. Sentence (b) above is an example of this type of question. If you compare it

with (a) you will see that they look the same except that the particle *kĕ* is omitted.

Note 3A.6. *si:* Malay's article.

si mahmot adĕ di rumah kĕ? 'Is Mahmot at home?'
si mahmot krĕjĕ di manĕ? 'Where is Mahmot working?'
apĕ pĕkrĕjĕqan ñĕ si mahmot? 'What is Mahmot's job?'

The article *si* is often placed before the name of a person (but not of a place such as *yurop-otel*) who is not present during the conversation.

However, the article is not used before a name if you are telling someone what the name is, as in the sentences:

namĕ sayĕ daot. 'My name is David.'
ini kawan sayĕ, namĕ diĕ wĕlyam. 'This is my friend; his name is William.'

If *cheq* or *ĕncheq* 'mister' has already been placed before the name, then *si* is not used:

ĕncheq knal kĕ samĕ cheq-majet? 'Are you acquainted with Mr. Majet?'

Note 3A.7. More about demonstratives.

ĕncheq ni krĕjĕ di bandar kĕ krĕjĕ di kĕbon? 'Do you work in the city or on the farm?'

In Malay a demonstrative may be placed not only after names as we saw in Note 2A.4, but also after the word *ĕncheq* as here.

6. Exercise

Again you have your choice of Malay sentences to fit the situation described in the English statements. Be sure you know what all the Malay sentences mean, and then pick the one in each group that best fits the situation described.

1. You ask an old friend what kind of work he does now:
a. *cheq-daot jadi krani di manĕ?*
b. *apĕ pĕkrĕjĕqan ĕncheq skarang?*
c. *diĕ adĕ di rumah kĕ?*

2. He says he is a clerk at the post office now:
   a. *sayĕ jadi tukang-masaq.*
   b. *sĕblom prang dulu, sayĕ krĕjĕ di kĕbon.*
   c. *sayĕ jadi krani di posopes skarang.*
3. You ask if he likes working at the post office:
   a. *ĕncheq sukĕ krĕjĕ di posopes?*
   b. *ĕncheq sukĕ krĕjĕ di kĕbon bapaq ĕncheq?*
   c. *ĕncheq sukĕ krĕjĕ di bandar?*
4. He says yes, he likes it:
   a. *yĕ, skarang sayĕ krĕjĕ di bandar.*
   b. *kakaq sayĕ jadi krani jugĕ.*
   c. *o yĕ, sayĕ sukĕ.*
5. He asks you where you work:
   a. *yĕ kĕ?*
   b. *ĕncheq krĕjĕ di manĕ?*
   c. *ĕncheq jadi krani di manĕ?*
6. You work on a farm:
   a. *sayĕ krĕjĕ di kĕbon.*
   b. *o yĕ, kitĕ sukĕ.*
   c. *skarang sayĕ krĕjĕ di bandar.*
7. He asks on whose farm:
   a. *di kĕbon syapĕ?*
   b. *di kĕday-makan syapĕ?*
   c. *ĕncheq ni krĕjĕ di kĕbon kĕ krĕjĕ di bandar?*
8. You say Mahmot's farm:
   a. *tidaq. sayĕ krĕjĕ di kĕbon.*
   b. *di kĕbon si mahmot.*
   c. *di kĕday-makan si mahmot.*
9. He asks whether you live in the country or the city:
   a. *diĕ sukĕ kĕ tinggal di situ?*
   b. *ĕncheq ni tinggal di kĕbon kĕ tinggal di bandar?*
   c. *di manĕ cheq-smet tinggal?*
10. You live on Mahmot's farm:
   a. *sayĕ tinggal di rumah abang sayĕ.*
   b. *sayĕ tinggal di bandar.*
   c. *o tidaq. sayĕ tinggal di kĕbon si mahmot.*
11. He asks you if you like living there:
   a. *ĕncheq sukĕ krĕjĕ di otel?*
   b. *ĕncheq sukĕ kĕ tinggal di kĕbon itu?*
   c. *ĕncheq sukĕ kĕ tinggal di bandar?*
12. You like it:
   a. *yĕ, sayĕ jadi tukang-masaq jugĕ.*
   b. *yĕ, sayĕ sukĕ.*
   c. *adeq sayĕ krĕjĕ ini ari.*

7. Check-Up on Exercise

8. Review of Basic Sentences: Covering the Malay

SECTION B

1. Basic Sentences

Record 6A, after 4th spiral.

ENGLISH EQUIVALENTS	MALAY
1. What kind of a clerk were you before?	*dulu ĕncheq jadi krani apĕ?*
bank	*béng*
2. Oh, I was a bank clerk.	*o sayĕ jadi krani béng.*
friends	*kawankawan*
all	*smuĕ*
soldier	*sojar*
3. Are all those friends of yours soldiers?	*kawankawan ĕncheq tu smuĕ jadi sojar kĕ?*
4. Oh no. Not all are soldiers.	*o tidaq. taq-smuĕ jadi sojar.*
some	*yang-adĕ*
sailor (general)	*klasi*
ship	*kapal*
sailor (merchant marine)	*klasi-kapal*
sailor (navy)	*nebi*
and	*dan*
5. Some are in the merchant marine and some are in the navy.	*yang-adĕ jadi klasi-kapal, dan yang-adĕ jadi nebi.*
6. Do you know David?	*ĕncheq knal samĕ si daot?*
7. Yes, I know him.	*yĕ, sayĕ knal samĕ diĕ.*
engage in business	*myagĕ*
run a farm	*bĕkĕbon*
8. Is David a business man or a farmer?	*si daot tu myagĕ kĕ bĕkĕbon?*
9. He's a businessman.	*diĕ myagĕ.*
10. What business [is he in]?	*myagĕ apĕ?*
open	*bukaq*
grocery store	*kĕday-bras*
11. He's opened a grocery store.	*diĕ bukaq kĕday-bras.*

shop *or* store
kĕday

his shop
dič puñĕ kĕday

12. Where's his store?
di manĕ dič puñĕ kĕday?

13. His store's in town.
*kĕday dič adĕ di pĕkan.**

Record 6B, beginning.

parents
maq-bapaq

14. David's parents have a store too.
maq-bapaq si daot adĕ kĕday jugĕ.

15. What kind of store?
kĕday apĕ?

perhaps *or* maybe
barangkali

café
kĕday-kopi

16. I don't know. I think [they] have a café.
sayĕ taq tau. barangkali adĕ kĕday-kopi.

child *or* children
anaq

17. Do you have any children?
ĕncheq adĕ anaq kĕ?

18. Yes, I have one child.
yĕ, sayĕ adĕ satu anaq.

male *or* man
jantan

female *or* woman
prĕmpwan

19. A son or a daughter?
anaq-jantan kĕ anaq-prĕmpwan?

20. A daughter.
grow up *or* large *or* big
anaq-prĕmpwan. bĕsar

21. Is she grown up?
sudah bĕsar kĕ?

22. Oh yes, she's grown up.
o yĕ, sudah bĕsar.

still
miseh

go to school
skolah

23. Is your daughter still going to school?
anaq ĕncheq miseh skolah lagi kĕ?

24. Yes, she's still going to school.
yĕ, dič miseh skolah lagi.

teacher
guru

25. She wants to be a teacher.
dič naq jadi guru.

because
kranĕ

if
kalaw

must
misti

study
blajar

up to
sampay

year
taon

26. Because if you want (lit. a person wants) to be a teacher,
kranĕ, kalaw orang naq jadi guru,

27. You have (lit. he has to) to study for as much as ten or twelve years.
dič misti blajar sampay spuloh-duĕ-blas taon.

---

* Ignore the first repetition.

28. What's her name?	*syapĕ namĕ diĕ?*	31. Yes (lit. already)	*sudah.*
Fatima	*fatimah*	like that	*bĕgitu*
29. Her name's Fatima.	*namĕ diĕ fatimah.*	32. In that case, [come on!]	*kalaw bĕgitu, minom*
30. Have you (already) eaten?	*ĕncheq sudah makan?*	have some coffee.	*kopi sajĕ lah!*
		33. All right. (*or* O.K.)	*baeq lah.*

2. Hints on Pronunciation

The position of the question particle *kĕ* in the sentence is not always the same. The particle *kĕ* is rarely the loudest word, but the word before it is nearly always said a little louder than other words in the sentence.

PRACTICE 3B.1

Record 7A, beginning.

boleh kĕ sayĕ tompang tañĕ? ..... 'May I ask?'

ĕncheq kĕ namĕ ñĕ mahmot? ..... 'Is your name Mahmot?'

ĕncheq knal kĕ samĕ cheq-majet? ..... 'Are you acquainted with Mr. Majet?'

ĕncheq adĕ anaq kĕ? .. 'Do you have any children?'

ĕncheq ni orang-inggres kĕ? ..... 'Are you an Englishman?'

In questions that present alternatives (see Note 3B.3) the word-groups containing the alternatives are equally loud.

PRACTICE 3B.2

Record 7A, after 1st spiral.

ĕncheq ni krĕjĕ di bandar kĕ krĕjĕ di kĕbon? ..... 'Do you work in the city or on a farm?'

si daot tu myagĕ kĕ bĕkĕbon? ..... 'Is David a business man or a farmer?'

anaq-jantan ka anaq-prĕmpuan? ..... 'A son or a daughter?'

The letter *l* stands for a sound like the 'l' in the word 'lid.' In English at the end of words like 'bill,' 'doll,' there is usually a lot of 'u' quality to the 'l.' Malays do not do this. Instead the Malay *l* is nearly the same everywhere.

PRACTICE 3B.3

Record 7A, after 2nd spiral.

skolah ..... school, go to school
kapal ..... ship
lamĕ ..... long time

3. Practice on the Basic Sentences

4. Review of Basic Sentences: Covering the English

5. Commentary

Note 3B.1. *apĕ* as a modifier with nouns.

ĕncheq jadi krani apĕ? 'What kind of a clerk are you?'
kĕday apĕ? 'What kind of a store?'

The words *krani* and *kĕday* are nouns. The interrogative word *apĕ* after a noun modifies it just as do *syapĕ* and the pronouns (see Note 3A.3). When it modifies nouns, *apĕ* means 'What kind of a' as in the above two sentences.

Note 3B.2. More on the position of interrogative words.

myagĕ apĕ? 'In what business?'

This sentence is a shorter way of saying *diĕ myagĕ apĕ?* (*lit.* 'he is in business [in] what?'). The word *myagĕ* is a verb. This sentence is just as common as the sentence *apĕ diĕ myagĕ?* 'What business is he in?'

Another way of answering the question *myagĕ apĕ?* would be to say one of the following:

myagĕ kopi or
diĕ myagĕ kopi. 'He's in the coffee business.'
diĕ myagĕ dageng. 'He's in the meat business.'

Note 3B.3. Questions that present alternatives.

(a) *ĕncheq ni krĕjĕ di bandar kĕ krĕjĕ di kĕbon?* 'Do you work in the city or in the country?'

sayĕ krĕjĕ di kĕbon skarang. 'I'm working in the country now.'

(b) *si daot tu myagĕ kĕ bĕkĕbon?* 'Is David a business man or a farmer?'
dié myagĕ. 'He is a businessman.'

(c) *anaq-jantan kĕ anaq-prĕmpwan?* 'A son or a daughter?'
anaq-prĕmpwan. 'A daughter.'

In each of the above questions followed by the answers occurring in the Basic Sentences, the speaker gives the hearer the choice of one of two possibilities. In all three questions the first possibility ends with the question particle *kĕ*.

Note 3B.4. More on names with the article.

(a) *si daot tu myagĕ kĕ bĕkĕbon?* 'Is David in business or a farmer?'

Note that a name preceded by the article *si* may be modified by a demonstrative.

(b) *maq-bapaq si daot adĕ kĕday jugĕ.* 'David's parents have a store too.'

Note that a name with the article *si* may modify a preceding noun, for example, *maq-bapaq* 'parents.' Just as *kĕbon bapaq sayĕ* means 'my father's farm,' so *maq-bapaq si daot* means 'David's parents.' As you know, the word *bapaq* means 'father.' The word *maq* by itself means 'mother.'

Note 3B.5. *dié puñĕ kĕday* 'his store.'

In Notes 2A.2 and 2B.4, we saw that Malay puts a pronoun after a noun in the meanings of 'my' 'your' 'his' 'their' 'our.' Malay has another way of saying the same thing and that is by putting a pronoun + *puñĕ* BEFORE a noun. Word-groups of this kind are:

sayĕ puñĕ kĕday 'my store'
ĕncheq puñĕ kĕday 'your store'
ĕncheq-ĕncheq puñĕ kĕday 'your store' (to many people)
dié puñĕ kĕday 'their store'
di-orang puñĕ kĕday 'their store' (of many people)
kitĕ puñĕ kĕday 'our store'
kit'orang puñĕ kĕday 'our store' (of many people)

Note 3B.6. Forming the plural of nouns.

In Notes 2B.2–4 we saw that pronouns have special forms which always have a plural meaning. The pronouns *dié* and *kitĕ* added *-orang*. The word *ĕncheq* simply doubled: *ĕncheq-ĕncheq*. Most nouns make a

form that is always plural in just the same way as *ĕncheq*. In this way *kawan* 'friend, friends' forms *kawan-kawan* 'friends.'

Note 3B.7. Sex in Malay.

(a) *anaq-jantan kĕ anaq-prĕmpwan?* 'A son or a daughter?'

(b) *kalaw orang naq jadi guru,* 'If a person wants to become a teacher,'

The word *orang* 'person' is used in general statements as in (b) or when the sex of the person needs no reference. The sex of a person is referred to only when it is necessary as in (a); there the speaker wishes to know of which sex the child is. The words which are used to specify the sex are *jantan* 'male' and *prĕmpwan* 'female.' These words are often used alone to specify 'man' as contrasted with 'woman.' As for example, if someone were to say:

ədĕ orang datang. 'There's a person coming.' Somebody is coming.'

you might wish to ask this question:

syapĕ itu? orang-jantan kĕ prĕmpwan? 'Who is it, a man or a woman?'

or:

syapĕ itu? jantan kĕ prĕmpwan? 'Who is it, a man or a woman?'

Note 3B.8. *adĕ* 'be' and 'have.'

The basic meaning of *adĕ* is something like 'exist.'

(a) *otel adĕ di situ.* 'The hotel is there.'
si mahmot adĕ di rumah kĕ? 'Is Mr. Mahmot at home?'
kĕday dĭĕ adĕ di pĕkan. 'His shop is in town.'

In all these sentences the verb *adĕ* is followed by a phrase beginning with the preposition *di*. Notice that each of these sentences is translated by an English sentence which says that somebody or something *is* in a certain place.

(b) *ĕncheq adĕ rokoq kĕ?* 'Do you have any cigarettes?'
say adĕ rokoq. 'I have some cigarettes.'
sayĕ taq adĕ rokoq. 'I don't have any cigarettes.'
di adĕ kĕday-bras. 'He has a grocery store.'
map-bapaq si daoh adĕ kĕday jugĕ. 'David's parents have a store too.'
ĕncheq adĕ anaq kĕ? 'Do you have children?'
say adĕ satu anaq. 'I have one child.'

The words following *adĕ* in these sentences are underlined and the underlined words are nouns. Notice that all these sentences correspond to an English sentence saying that somebody or something *has* something or somebody.

(c) *di manĕ adĕ otel di sini?* 'Where is there a hotel around here?'
adĕ kĕday-makan di sanĕ. 'There is a restaurant over yonder.'
taq adĕ di sini. 'There is none here.'
adĕ di sanĕ. 'There is one over yonder.' or 'There are some over yonder.'

In these sentences *adĕ* is the first word of the sentence (excluding *taq*, and prepositional word-groups like *di manĕ*). Notice that in these cases it has a meaning like 'there is, there are.'

Note 3B.9. Abbreviated sentences.

In Note 3B.2 we saw that *myagĕ apĕ* 'In what business?' was a shorter way of saying *diĕ myagĕ apĕ?* Malays often use shortened sentences just as we do in English. If the situation is clear enough we can ask, *'Going?'* or, *'Coming?'* instead of *'Are you going?'* and *'Are you coming?'* Another sentence of this kind is:

barangkali adĕ kĕday-kopi. 'I think [they] have a café.'

Under different circumstances this sentence may have a different meaning. If someone were to ask:

apĕ adĕ di sanĕ? 'What is there over there?'

The hearer might answer:

sayĕ taq tau. barangkali adĕ kĕday-kopi. 'I don't know. I think there's a café.'

Note 3B.10. *naq* and time in Malay.

In English it makes quite a difference whether you say 'I was a soldier,' 'I'm going to be a soldier' or 'I am a soldier.' Roughly these sentences can be said to differ as to the time at which you are to picture the man in uniform; in the past, in the future, or now. In Malay, if the speaker says:

sayĕ jadi sojar.

He may mean 'I am a soldier,' 'I was a soldier,' or 'I will be a soldier.' The hearer figures out the meaning from what has been said either within the sentence or in an earlier sentence. For example if one says:

sĕblom prang dulu, sayĕ jadi krani. 'Before the war, I was a clerk.'

it is perfectly clear in Malay that a time in the past is being referred to, because the speaker has placed the event 'before the war.' In the sentence:

apĕ pĕkrĕjĕqan ĕncheq dulu? 'What was your job before?'

the word *dulu* indicates that the speaker is referring to a time in the past.

Sometimes it is only from the situation itself, that is, what happened before or what one of the speakers said before, that you understand whether the person is speaking of a time in the past, the present, or the future:

apĕ ĕncheq bilang? 'What did you say?'
mari lah ĕncheq. kitĕ pĕgi samĕsamĕ. 'Come sir. We'll go together.'

Notice that in this last sentence the speaker is talking about what is going to happen. The Malays often use the word *naq* 'intend, be about to, would like' when referring to future actions. For example, we have had the following sentences:

pukol brapĕ ĕncheq naq makan? 'What time are you going to eat?'
sayĕ naq makan pukol nam stĕngah. 'I'm going to eat at six-thirty.'
apĕ ĕncheq naq makan? 'What would you like to eat?'

The word *naq* is also used before the preposition *kĕ* as in the following sentence:

ĕncheq-ĕncheq naq k manĕ? 'Where are you going?'

Some Malays might answer:

kit'orang naq kĕ pĕkan. 'We're off to town.'

6. Exercise

1. Here are a series of questions, which present alternatives. Give at least two answers to each question.

(a) *abang ĕncheq jadi sojar kĕ jadi nebi?*
(b) *kawan ĕncheq bĕkĕbon kĕ myagĕ?*
(c) *bavaq ĕncheq jadi tukang-masaq di otel kĕ di kĕday-makan?*
(d) *namĕ ĕncheq mahmot kĕ daot?*
(e) *kawan ĕncheq orang-inggres kĕ orang-marekan?*
(f) *kĕday itu kĕday-kopi kĕ kĕday-makan?*

2. In your Basic Sentences you have learned that *kĕday diĕ* and *diĕ puñĕ kĕday* both mean 'his shop.' Here are a group of sentences in English for which you are to give the Malay using both ways of denoting possession.

(a) My cigarettes are here.
(b) Your matches are there.
(c) Majet's house is on the right.
(d) His house is in town.
(e) My café is in the city.
(f) My bank is in Singapore.

3. Read over the following statements aloud, and decide for each one whether it is true or false. All of the sentences are good Malay, but some of them make statements that are not generally true. Be sure that you know what every sentence means.

(a) *tukang-masaq krĕjĕ di posopes.*
(b) *krani-bĕng tinggal di bĕng.*
(c) *kawan sayĕ jadi klasi-kapal. diĕ krĕjĕ di kĕbon.*
(d) *nuyok adĕ di tanah-marekan.*
(e) *guru krĕjĕ di kĕday-kopi.*
(f) *sayĕ makan di kĕday-makan.*
(g) *ĕncheq boleh bli rokoq di kĕday-bras.*

7. Check-Up on the Exercise

8. Review of Basic Sentences: Covering the Malay

Section C

1. Check-Up

Read over the instructions given for 1 of Section C in Units I and II, then proceed according to the directions you find there. This part of the Unit should give you a chance to see whether you have really learned all the material in the Basic Sentences and in the Commentary. If you find that you need more practice, now is the time to go back and get it—not later.

Record 7A, after 3rd spiral.

Conversation 1. John Smith arrives at the home of David, his friend.

smet: *si daot adĕ di rumah kĕ?*
majet: *taq adĕ.*
smet: *dič krĕjĕ kĕ ini ari?*
majet: *yĕ, dič krĕjĕ.*
smet: *di manĕ si daot krĕjĕ?*
majet: *dič krĕjĕ di bandar.*
smet: *apĕ pĕkrĕjĕqan ñĕ dič?*
majet: *dič jadi krani.*
smet: *dič jadi krani apĕ?*
majet: *dič jadi krani di kĕday abang dič.*
si daot tu kawan ĕncheq kĕ?
smet: *yĕ, kawan sayĕ.*
ĕncheq ni adeq cheq-daot yĕ?
majet: *yĕ, say adeq dič.*
smet: *ĕncheq miseh skolah lagi kĕ?*
majet: *tidaq. sayĕ sudah krĕjĕ skarang.*
smet: *mahap sajĕ.*
apĕ pĕkrĕjĕqan ĕncheq?
majet: *sayĕ jadi guru.*
smet: *dulu sĕblom sayĕ jadi nebi, sayĕ jadi guru jugĕ.*
majet: *di manĕ ĕncheq jadi guru?*
smet: *sayĕ jadi guru di nuyok.*
majet: *cheq-smet ni orang-marekan kĕ?*
smet: *yĕ, say orang-marekan.*

Record 7A, after 4th spiral.

Conversation 2. John Smith has just left a group of his friends and is talking to David.

daot: *mahap sajĕ.*
kawankawan ĕncheq tu smu orang-inggres kĕ?
smet: *o tidaq.*
yang adĕ orang-marekan dan yang adĕ orang-inggres.
daot: *bilĕ yang ĕncheq-smet sampay kmari?*
smet: *sayĕ sampay kmari, baru ini ari.*
daot: *di manĕ cheq-smet tinggal?*
smet: *sayĕ tinggal di rumah si dolah.*
ĕncheq knal kĕ samĕ dič?
daot: *yĕ. sayĕ knal samĕ dič.*
si dolah tu, krĕjĕ di bandar kĕ krĕjĕ di kĕbon?

smet: o tidaq.
dič krějě di bandar.
daot: apě pěkrějěqan ñě dič?
smet: dič jadi krani di otel.
bapaq dič jadi tukang-masaq di situ jugě.

daot: adeq ěncheq misch skolah lagi kě?
smet: o tidaq. dič myagě skarang.
daot: myagě apě?
smet: di adě kěday-makan.

3. Conversation

Here again you have a chance to try out what you have learned. Act out the dialogues in 2, and then go on to new dialogues of your own, making use of all the Malay you have acquired. Try to put as much life and liveliness into your dialogues as you can; there is no reason why these practice conversations should be dull. Stick to the models you have learned, but don't be afraid to ring changes on them, so long as you are sure of what you are doing.

PART ONE

UNIT 4

ABOUT THE HOUSE

SECTION A

1. Basic Sentences

ENGLISH EQUIVALENTS	MALAY
Record 7B, beginning.	
sit	*dudoq*
chat	*bĕbwal*
1. Sit down! Let's have a talk!	*dudoq lah! mari kitĕ bĕbwal!*
suck	*isap*
2. Have a smoke, Mr. Majet?	*isap rokoq cheq-majet?*
3. Thanks just the same.	*trimĕ-kaseh sajĕ.*
ever	*pĕrnah*
4. I never smoke cigarettes.	*sayĕ taq-pĕrnah isap rokoq.*
pipe	*paep*
5. I smoke a pipe.	*say isap paep.*
sometimes	*kadangkadang*
6. Sometimes, I smoke a pipe too.	*kadangkadang say isap paep jugĕ.*
box	*kotaq*
tobacco	*tmakaw*
top (*or* on)	*atas*
table	*mejĕ*
7. There's a tobacco box on the table.	*adĕ kotaq-tĕmakaw di atas mejĕ itu.*
want	*mau*
my	*sayĕ puñĕ*
8. Mr. Majet, [do you] want to try my tobacco?	*cheq-majet, mau chubĕ isap sayĕ puñĕ tĕmakaw?*
how	*macham-manĕ*
taste *or* feel	*rasĕ*

9. Certainly. [I'd like] to see how it tastes.
yĕ lah. chubĕ macham-manĕ rasĕ ñĕ.

edge
tĕpi

10. Is this it at the edge of the table?
ini kĕ diĕ di tĕpi mejĕ?

11. I beg your pardon. That's not it.
mahap sajĕ. bukan itu.

center
tĕngahtĕngah

12. That's it. It's in the center of the table.
itu diĕ. adĕ di tĕngahtĕngah mejĕ.

same time
skali

13. Are there matches too (i.e. at the same time) inside this (tobacco) box?
adĕ kĕ maches skali dalam kotaq-tmakaw ini?

behind
blakang

14. There aren't any in that box. There are some behind the box.
taq adĕ dalam kotaq itu. adĕ di blakang kotaq.

find *or* meet
jumpĕ

15. I can't find those matches.
*sayĕ taq bleh jumpĕ maches itu.**

Record 8A, beginning.

underneath
bawah

chair
korsi

near
dĕkat

foot
kaki

16. Oh there they are under the chair, near your feet.
o itu diĕ, di bawah korsi dĕkat kaki ĕncheq.

what sort
apĕ-macham

nice
sĕdap

17. How does that tobacco taste? Is [it] O.K.?
*am-macham rasĕ ñĕ tĕmakaw itu, sĕdap?***

18. Oh yes. It is nice.
o yĕ, sĕdap.

* In the second repetition, the voice on the record says *manches*. *bleh* is a short form of *boleh*.

** *am-macham* is the fast speech form of *apĕ-macham*. Imitate your Guide. Both are acceptable.

2. Hints on Pronunciation

The letters *p t k* stand for sounds very much like the 'p' 't' 'k' of English. However, these Malay sounds never have the automatic puff of breath after them that the English sounds do.

PRACTICE 4A.1
Record 8A, after 1st spiral.

tukang-masaq..... a cook
pĕkan..... town
topi..... topee, hat
pĕkrĕjĕqan..... job

Nor do *p t k* ever have a puff of breath at the end of words.

PRACTICE 4A.2
Record 8A, after 2nd spiral.

chakap..... speak
°bek..... suitcase
tĕmpat..... place

3. Practice on the Basic Sentences
4. Review of Basic Sentences: Covering the English
5. Commentary

Note 4A.1. Locating things

(a) *itu diĕ di dĕpan.* 'There it is ahead.'
adĕ kotaq-tmakaw di atas mejĕ itu. 'There is a tobacco box on the table.'
ini kĕ diĕ di tĕpi majĕ? 'Is this at the edge of the table?'
adĕ di tĕngahtĕngah mejĕ. 'It's in the center of the table.'
adĕ di blakang kotaq. 'It's in back of the box; *or* there are some behind the box.'
o itu diĕ di bawah kors' kĕkat kaki ĕncheq. 'Oh there it is under the chair, near your foot; *or* there they are under the chair, near your foot.'

The words *atas* 'top,' *bawah* 'bottom,' *tĕngahtĕngah* 'center,' *tĕpi* 'edge,' *dĕpan* 'front,' *blakang* 'back' are a

number of words used in a similar way to indicate where something is in relation to a given object. The sentence *itu dič di dĕpan.* 'There it is ahead' is literally 'That it is in front.' If the matches in the story had been in front of the box, the speaker might have said *adĕ di dĕpan kotaq.* 'They're in front of the box.' Notice how the English word corresponding to the Malay *di* varies in the sentences above.

(b) *adĕ kĕ manches skali dalam kotaq-tmakaw iniʔ*
'Are there matches too inside this tobacco box?'
taq adĕ dalam kotaq itu. 'There aren't any in that box.'

The word *dalam* 'interior' belongs with the above group. The word *dalam* is also used in the meaning 'about' with phrases indicating an amount as in the sentence:

sayĕ sampay kmari, baru dalam tigĕ bulan. 'I arrived here just about three months ago.'

Notice that *dalam* was not used in the following sentences in which we say 'in' in English:

skarang dič krĕjĕ di bandar. 'He is working in the city now.'
kĕday dič adĕ di pĕkan. 'His store is in town.'

Note 4A.2. *bukan itu* 'Not that.'

Note that the demonstrative is treated like a noun (see Note 2B.6) as far as the negative is concerned. Pronouns also take the negative *bukan* (not *taq*), as in the following sentences:

°*bukan sayĕ.* 'It wasn't me.' *or* 'I wasn't the one.'
°*bukan dič.* 'It wasn't he.' *or* 'he isn't the one.'
°*bukan kitĕ.* 'It wasn't us.' *or* 'we weren't the ones.'

6. Exercises

1. Your friend asks whether you smoke cigarettes or a pipe?
a. *ĕncheq isap manches kĕ isap tmakawʔ*
b. *ĕncheq isap rokoq kĕ isap paypʔ*
c. *isap rokoq ĕncheqʔ*
2. I smoke cigarettes. I never smoke a pipe.

a. *say isap mejĕ.* *sayĕ taq-pĕrnah isap rokoq.*
b. *say isap paep.* *sayĕ taq-pĕrnah isap korsi.*
c. *say isap rokoq.* *sayĕ taq-pĕrnah isap paep.*

3. He says my cigarettes are on the table. I smoke a pipe.
a. *rokoq sayĕ adĕ di atas mejĕ.* *say isap paep.*
b. *rokoq sayĕ adĕ di atas korsi.* *say isap rokoq.*
c. *rokoq adĕ di bawah korsi.* *sayĕ taq-pĕrnah isap paep.*

4. He says there's a box of tobacco at the edge of the table; please give it to him.
a. *adĕ kotaq-tmakaw dĕngan manches skali di bawah mejĕ.*
b. *adĕ kotaq-tmakaw di tĕpi mejĕ.* *tolong kasi samĕ sayĕ.*
c. *adĕ mejĕ di atas korsi.* *tolong kasi samĕ sayĕ.*

5. You say it is not at the edge of the table.
a. *taq adĕ di atas mejĕ.*
b. *taq adĕ di atas korsi.*
c. *taq adĕ di tĕpi mejĕ.*

6. He says there it is over there.
a. *itu diĕ di sanĕ.*
b. *itu diĕ di sini.*
c. *ini diĕ.* *sayĕ sudah jumpĕ.*

7. He asks you whether you have a match.
a. *ĕncheq adĕ manches kĕ?*
b. *ĕncheq adĕ rokoq kĕ?*
c. *ĕncheq adĕ paep kĕ?*

8. Yes, I do have matches.
a. *yĕ, say adĕ manches.*
b. *yĕ, sayĕ taq adĕ manches.*
c. *tidaq.* *sayĕ taq adĕ manches.*

9. He says to please give him some matches.
a. *tolong kasi samĕ sayĕ korsi.*
b. *tolong kasi samĕ sayĕ rokoq.*
c. *tolong kasi samĕ sayĕ manches.*

10. He says thank you, do sit down.
a. *trimĕ-kaseh.* *dudoq lah!*
b. *samĕsamĕ.* *dudoq lah!*
c. *trimĕ-kaseh.* *mari kitĕ bĕbwal.*

7. Check-Up on the Exercises

8. Review of Basic Sentences: Covering the Malay

Section B

1. Basic Sentences

Record 8A, after 3rd spiral.

ENGLISH EQUIVALENTS	MALAY
hear	*dĕngar*
move	*pindah*
1. Mr. Dolah, have you heard that David (already) moved?	*cheq-dolah adĕ kĕ dĕngar si daot sudah pindah?*
2. No. When did he move?	*taq adĕ. bilĕ yang dič pindah?*
week	*minggu*
3. He moved a week ago.	*dič pindah, sudah satu minggu.*
4. Where does he live now?	*di manĕ dič tinggal skarang?*
John	*jon*
5. He lives next to John's house.	*dič tinggal di sĕblah rumah si jon.*
6. On which side of John's house?	*di sĕblah manĕ rumah si jon?*
7. On the right of his house.	*di sĕblah-kanan rumah dič.*
why	*knapĕ*
8. Why did he move?	*knapĕ dič pindah?*
because	*sĕbap*
park	*padang*
9. Because he wanted to live in a house opposite the park.	*sĕbap dič mau tinggal rumah yang di dĕpan padang.*
room	*bileq*
10. Mr. Smith, have you been (lit. already gone) to David's room?	*cheq-emet sudah pĕgi di bileq si daot?*
11. Oh yes. I've been there.	*o yĕ, sayĕ sudah pĕgi di situ.*
small	*kĕchiq*

12. How about that room of his, is [it] large or small? *am-macham bileq dič itu, bĕsar kĕ kĕchiq?*

Record 8B, beginning.

sufficient *chukop*

13. Oh [it's] quite large. *o chukop bĕsar.*
contain *or* hold *mwat*
furniture *bĕkakas*

14. Can the room hold his furniture? *bileq itu, boleh mwat bĕkakas dič?*
a lot (*or* much) *bañaq*

15. Yes. Because he doesn't have a lot of furniture (*or* doesn't have very much furniture). *yĕ, kranĕ dič taq adè brapĕ bañaq bĕkakas.*
besides *lagi*
place *tĕmpat*
sleep *tidor*
bed *tĕmpat-tidor*

16. And besides, his bed's rather small. *dan lagi tĕmpat-tidor dič kĕchiq sajĕ.*
put *taroq*
corner *pĕnjuru*
door *pintu*

17. He put [it] in the corner of the room near the door. *dič taroq di pĕnjuru bileq dĕkat pintu.*
(movable closet,) cupboard *almari*
clothing *kaen-baju*
wardrobe *almari-kaen-baju*

18. And where did he put his wardrobe? *dan almari-kaen-baju dič, di manĕ dič taroq?*
wall *dindeng*
window *jĕndelĕ*

19. He put [it] against the wall near the window. *dič taroq dĕkat dindeng dĕkat jĕndelĕ.*

20. His table and chair are near there too. *mejĕ dĕngan korsi dič dĕkat situ jugĕ.*
use *pakay*
mat *or* rug *tikar*

21. What kind of a rug is he using? *dič pakay tikar apĕ?*
floor *lantay*

22. [I'm sure I] don't know. *taq tau lah.*

23. When I went there, there weren't any rugs on the floor yet. *bilĕ sayĕ pĕgi k sanĕ, blom adĕ tikar di lantay dič.*
distance (*or* far) *jaoh*

24. Is that house of David's far from here? *rumah si daot tu jaoh kĕ dari sini?*

25. Not very far. *taq-brapĕ jaoh.*

go (walk) out *bĕjalan*

26. Let's go out to David's house. *mari lah kitĕ bĕjalan kĕ rumah si daot.*

2. Hints on Pronunciation

The letter *w* stands for a sound like the 'w' in English 'away.'

PRACTICE 4B.1

Record 8B, after 1st spiral.

bawah ..... under
kawan ..... friend
sewĕ ..... rent

Words that have *w* before a vowel may also have a slower pronunciation with *u* instead of *w*: thus *mwat* 'contain, hold' and *muat*.

The two letters *aw* stand for a sound like the 'ow' of 'how.' A Malay will not understand a pronunciation like the 'aw' of English 'paw.'

PRACTICE 4B.2

Record 9A, beginning.

kalaw ..... if
pisaw ..... knife
tĕmbakaw ..... tobacco

The letters *au* stand for a sound like *a* and ends with the sound *u*. Note that the *a* sounds louder than the *u*.

PRACTICE 4B.3

Record 9A, after 1st spiral.

mau ..... want
tau ..... know

The letters *ao* stand for the sound of *a* quickly followed by *o*. Notice that they sound very much like *aw* except that the end of *ao* seems to be drawled slightly. Notice also that the *a* part always sounds louder and slightly longer than the *o* part.

PRACTICE 4B.4

Record 9A, after 2nd spiral.

daot ..... David
jaoh ..... far
laot ..... sea

3. Practice on the Basic Sentences
4. Review of Basic Sentences: Covering the English
5. Commentary

Note 4B.1. Another use of *adĕ* 'exist.'

(a) *cheq-dolah adĕ kĕ dĕngar si mahmot sudah pinduh?* 'Have you (Mr. Dolah) heard that Mahmot has moved?'
(b) *taq adĕ.* 'I haven't.'

The answer in sentence (b) might have been *tidaq* although *taq adĕ* is the more usual one.

As was said in Note 3B.4, the basic meaning of the word *adĕ* is something like 'exist.' The verb *adĕ* may be used before another verb, as in sentence (a), before *dĕngar* 'hear.' If the action took place in the past the meaning is like that in the sentence above. The speaker might have said *cheq-dolah sudah dĕngar. . . .* 'Have you heard . . .?' The answer would then be, if negative, *blom*, or *tidaq*. The sentence with *sudah* would mean 'Have you (already) heard . . .?' while sentence (a) rather has a meaning like 'Have you happened to hear . . .?' 'Have you (at all) heard that . . .?'

Note 4B.2. *sudah* and *baru*.

(a) *dĭĕ pindah sudah satu minggu.* 'He moved a week ago.'
(b) *sayĕ sampay kmari baru dalam tigĕ bulan.* 'I arrived here just about three months ago.'

These two sentences end in similar phrases. As we saw in Note 4A.1, the word *dalam* 'in' has a meaning something like 'about' with numbers. The word-group *sudah dalam satu minggu* means 'about a week ago' and *baru tigĕ bulan* means 'just three months ago.' The difference between *baru* and *sudah* in these sentences is only that the verb *baru* emphasizes the fact that the amount of time was *relatively* short.

Note 4B.3. *mari* 'let's.'

mari lah ĕncheq. kitĕ pĕgi samĕsamĕ. 'Come sir, we'll go together.'
mari kitĕ bĕbwal. 'Let's chat.'
mari lah kitĕ bĕjalan k rumah si daot. 'Let's take a walk to David's house.

Notice that Malay starts off a command to join the speaker in doing something with the word *mari*.

Note 4B.4. Other words used in locating things.

(a) *sĕbap dič maw tinggal rumah yang di dĕpan padang.* 'Because he wanted to live in a house opposite the park.'

(b) *kĕday-makan adĕ di sĕblah-kanan.* 'The restaurant is on the right.'

adĕ tĕmpat-bwang-aer di sĕblah-kiri. 'There is a toilet on the left.'

dič tinggal di sĕblah rumah si jon. 'He lives next to John's house.'

di sĕblah manĕ rumah si jon? 'On which side of John's house?'

di sĕblah-kanan rumah dič. 'On the right of his house.'

Houses or buildings in a town for the most part are situated on streets so that the buildings are opposite one another. The Malay speaks of these buildings as one being in front of the other. Thus if a man wants to live in a house opposite the bank he might say *sayĕ maw tinggal rumah yang di dĕpan bĕ.g.*

The word *sĕblah* 'side' is illustrated in a number of its uses:

di sĕblah rumah 'next to the house' (lit. 'at the side of the house')

di sĕblah-kanan rumah dič 'on the right of his house' (lit. 'at the right side of his house')

It is also used this way:

°di rumah-sĕblah 'In the house next door'

Note 4B.5. A new use of *di*.

cheq-smet sudah pĕyi di bĭleq si daol? 'Have you been to David's room?'

o yĕ, sayĕ sudah pĕyi di situ. 'Yes. I've been there.'

The preposition *di* is frequently used in the meaning 'to (a place).' It emphasizes the notion of going to a place and reaching it in contrast with *kĕ* which simply indicates being on the way to a place.

Note 4B.6. *sĕbap* 'because' and *kranĕ* 'because.'

sĕbap dič maw tinggal rumah . . . 'Because he wants to live in a house . . .'

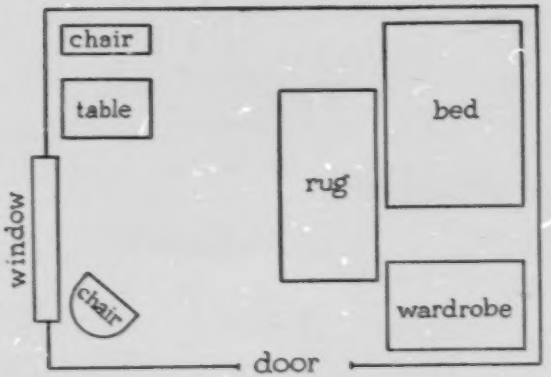
kranĕ dič taq adĕ brapĕ bañaq bĕkakas. 'Because he does not have very much furniture.'

The words *sĕbap* and *kranĕ* are both used in the meaning 'because' and there is no difference in meaning between them when used in this way.

Note 4B.7. Compounds with *tĕmpat* 'place.'

The word *tĕmpat* 'place' forms many compounds with verbs meaning 'place where one does "what the verb stands for".' Thus, there are the following other words:

ᵓtĕmpat-tinggal 'residence, place to live.'
ᵓtĕmpat-krĕjĕ 'place where one works, job.'
tĕmpat-tidor 'place where one sleeps, bed'



6. Exercise

1. The above is a diagram of a room that you have visited. Name the different things that are in the room.
2. Describe the things in relation to one another.
3. Now alter the position of the various articles of furniture. Be sure that you keep the arrangement of the room sensible; don't say, for example that the bed is on top of the desk.

7. Check-Up on Exercise

8. Review of Basic Sentences: Covering the Malay

Section C

1. Check-Up

2. Listening In

Record 9A, after 3rd spiral.

Conversation 1. David is talking with his friend Smith, on the street, in the early evening.

daot: ěncheq knal kĕ si mahmot?
smet: yĕ. sayĕ knal samĕ diĕ.
daot: ěncheq adĕ dĕngar dĕ diĕ sudah pindah?
smet: taq adĕ. knapé diĕ pindah?
daot: sĕbap dulu bileq diĕ kĕchiq.
smet: diĕ tinggal di manĕ skarang?
daot: diĕ tinggal dĕkat rumah si dolah di dĕpan padang.
smet: bilĕ yang diĕ pindah?
daot: sudah satu bulan.
smet: ěncheq sudah pĕgi di rumah diĕ?
daot: o yĕ. sudah.
smet: di manĕ diĕ taroq tĕmpat-tidor diĕ?
daot: diĕ taroq di pĕnjuru bileq dĕkat jĕndelĕ.
smet: apĕ-macham mejĕ dĕngan korsi diĕ, diĕ taroq dĕkat jĕndelĕ jugĕ kĕ?
daot: tidaq. diĕ taroq dĕkat pintu.
smet: isap rokoq ěncheq daot?
daot: tidaq. trimĕ-kaseh sajĕ. say isap paep.

Record 9A, after 4th spiral.

Conversation 2. David, Smith and Mahmot have finished eating and they are talking.

*smet: sayĕ dĕngar ěncheq-drot baru pindah yĕ?**
mahmot: yĕ, sayĕ baru pindah.
smet: ěncheq sukĕ kĕ tinggal di dĕpan padang itu?
mahmot: yĕ, kranĕ taq-brapĕ jaoh dari tĕmpat-krĕjĕ sayĕ.

---

* The voice on the record says *ěncheq-daot* by mistake for *ěncheq-mahmot*.

di manĕ cheq-smet tinggal skarang?
smet: sayĕ tinggal di rumah si jon.
ĕncheq knal kĕ samĕ diĕ?
mahmot: tidaq. sayĕ tcq knal samĕ diĕ.
daot: sayĕ knal samĕ diĕ.
am-macham anaq diĕ itu, sudah skolah kĕ?
smet: yĕ, sudah.
daot: apĕ kabar ñĕ maq-bapaq cheq-mahmot?
mahmot: diĕ baeq.
daot: sayĕ dĕngar maq-bapaq ĕncheq myagĕ yĕ?
mahmot: tidaq. maq-bapaq sayĕ ŏkĕbon skarang.
daot: kĕbon diĕ dĕkat dari sini kĕ?
mahmot: tidaq. jaoh dari sini.

Record 9A, after 5th spiral.

Conversation 3. David and Smith are on their way to the theatre.

daot: mahap sajĕ ĕncheq-smet. pukol brapĕ skarang?
smet: skarang pukol tujoh sploh menet.
daot: bilĕ wayang-gambar itu mulĕkan maen?
smet: wayang-gambar itu mulĕkan maen, suku lagi pukol lapan.

3. Conversation

A few suggestions:

1. Draw a diagram of a room, or of several rooms, including doors, windows, and all articles of furniture for which you know the name in Malay. Describe the location of the various objects with relation to each other.

2. Draw a ground plan of a city block and insert the names of all the shops and public places that you know. Describe the location of the various places with relation to each other.

3. During the course of a conversation, you learn that a mutual friend has moved. Discuss the present living quarters of that friend.

THE WEATHER

SECTION A

1. Basic Sentences

Record 9B, beginning.

ENGLISH EQUIVALENTS	MALAY
1. Where 're you going?	*naq k manĕ ĕncheq?*
walk around	*bĕjalanjalan*
2. Nowhere. I'm out for a walk.	*o tidaq. sayĕ naq bĕjalanjalan.*
3. Where have you been? (lit. From where are you)	*ĕncheq ni dari manĕ?*
come back [from] work	*baleq krĕjĕ*
4. I've just come back [from] work.	*sayĕ baru baleq krĕjĕ.*
straight through	*tros*
return	*baleq*
5. Are you going straight (back) home?	*ĕncheq naq tros baleq k rumah kĕ?*
stop off	*singgah*
a little while	*skĕjap*
6. No. I'm going to stop off there [first] for a little while.*	*tidaq. sayĕ naq singgah di situ skĕjap.*
afternoon	*pĕtang*

* An English sentence closer to the Malay sentence on the record would omit the word 'first'. A Malay sentence closer to the English sentence on the record would include the word *dulu*: *sayĕ naq singgah di situ dulu skĕjap.*

7. This (afternoon) is [a] nice [afternoon], isn't it? *pětang ini sědap, yĕ?*
   exceptionally *or* really *bukan-maen*
8. Yes, it's really very nice this afternoon. *yĕ, bukan-maen sědap pětang ini.*
   but *tĕtapi*
   night *malam*
   shortly before *tadi*
   last night *malam-tadi*
   cold *sějoq*
   a little *siket*
9. But last night was cool. *tĕtapi, malam-tadi, adĕ sějoq siket.*
   yesterday *smalam*
10. How was the weather (lit. its day) here yesterday? *am-macham ari ñĕ di sini smalam?*
   dark *gĕlap*
   appear *nampaq*
   sun *mat'ari*
11. Yesterday it was (just) cloudy here. The sun wasn't out. *smalam di sini gĕlap sajĕ. taq nampaq mat'ari.*
   rain *ujan*
12. Did it rain? *adĕ ujan kĕ?*
   but *tapi*
   only *chumĕ*
   drizzle *ujan-rinteqrinteq*
13. Yes, it rained. But it only drizzled. *yĕ, adĕ ujan. tapi, chumĕ ujan-rinteqrinteq sajĕ.*
14. Where did you go yesterday? *ĕncheq pi kĕ manĕ smalam?**
   Malacca *mĕlakĕ*
15. I went to Malacca. [I] had some business (lit. work) there. *sayĕ pĕgi di mĕlakĕ. adĕ siket krĕjĕ di sanĕ.*

Record 10A, beginning.

   morning *pagi*
16. I just got back this (past) morning. *sayĕ baru baleq pagi-tadi.*
   dense *lĕbat*
   downpour *ujan-lĕbat*
17. There was a downpour there yesterday afternoon. *di sanĕ adĕ ujan-lĕbat smalam pětang.*
   wind *angen*

* *pi* is a rapid speech form of *pĕgi*.

18. How about it, was it windy, too?	*am-macham, ada angen jugĕ kĕ?*	hot	*panas*
taut	*kĕnchang*	tomorrow	*besoq*
19. Yes, there was a strong wind there.	*yĕ, ada angen-kĕnchang dĕ sanĕ.**	20. Do you think it'll be hot tomorrow?	*ĕncheq piker, panas kĕ besoq?*
think	*piker*	21. Maybe it'll be hot.	*barangkali jugĕ panas.*

2. Hints on Pronunciation

The Malay *t* never gets the sliding-tap-like pronunciation of 't' in English words like 'letter' 'battle' 'patting'. The Malay *t* is the same whether at the beginning of a word or in the middle. (For *t* at the end of a word see Practice 4A.2).

PRACTICE 5A.1
Record 10A, after 1st spiral.

mat'ari	sun
ataw	or
kotaq	carton
di atas mejĕ	on the table

The letter *r* stands for a sound that is very much like the 'r' that we hear Englishmen use in their pronunciation of the word 'very.' To make this sound the tip of the tongue flips quickly up and down just barely touching the gums in back of the upper teeth and immediately withdrawing. The sound is usually a single tap, not a trill.

PRACTICE 5A.2
Record 10A, after 2nd spiral.

rumah	house
skarang	now
pĕkrejĕqan	job
argĕ	price

Instead of the *r* made with the tip of the tongue, many Malays use an *r* that is made very far back in the mouth. If your Guide does this, imitate his *r*.

* *dĕ* is a rapid speech form of *di* 'at'.

The best way to learn to make this *r* sound is to lie on your back and enjoy a good dry gargle. The Malay speaker on the record uses the *r* made with the tip of the tongue.

The sound of *r* is weakest at the end of a word. Some Malays do not make any contact with their tongue against the gums when making the *r* here.

PRACTICE 5A.3

Record 10A, after 3rd spiral.

bandar..... city
tidor..... sleep
piker..... think

3. Practice on the Basic Sentences

4. Review of Basic Sentences: Covering the English

5. Commentary

Note 5A.1. *bějalanjalan* 'take a walk, stroll.'

(a) *mari lah kitě bějalan k rumah si daot.* 'Let's walk over to David's house.'
(b) *sayě naq bějalanjalan.* 'I'm out for a walk.'

Sentence (b) is literally 'I intend (or am about) to walk around.' Notice that only a part of the word is repeated in the word *bějalanjalan* as compared with *ěncheq-ěncheq*. The *bě-* which does not participate in the doubling is a prefix; that is, it is a word-part added before a word to form a new word. It has occurred in the words *běkěbon* 'engage in farming' and *běbual* 'chat.' This prefix has many different meanings, so that it is best to learn each word with it separately as it comes up. However, it is worth while knowing that words with a prefix may double like *bějalanjalan*: that is, double everything but the prefix.

Notice that when a verb like *bějalan* doubles, it does not have the explicit plural meaning that *ěncheq-ěncheq* does. The difference in meaning between *bějalan* and *bějalanjalan* is brought out if we compare the following sentence with sentence (a).

(c) *mari lah kitĕ bĕjalanjalan k rumah si daot.* 'Let's stroll (*or* take a walk) over to David's house.'

Interpreted roughly, sentence (a) indicates that the speaker wants to walk out to David's house as a specific goal, while sentence (c) indicates that the speaker feels like taking a walk and that they might as well end up at David's house.

The word *bĕjalan* is also used in the following way:

(d) *sayĕ naq bĕjalan.* 'I'm stepping out' (as for example, on a date).

Note 5A.2. The word *baru.*

(a) *sayĕ baru baleq krĕjĕ.* 'I've just come back [from] work.'

(b) *sayĕ baru baleq pagi-tadi.* 'I just got back this morning.'

In Note 4B.2, we saw how *baru* was used with a meaning like English 'ago' and that it differed from *sudah* in that it emphasized the fact that the time that had past was relatively short. The sentence *diĕ sudah baleq krĕjĕ.* 'He has (already) come back from work' indicates that the action is over with and complete and that as a matter of fact 'he' is at home. As you see in the above sentence *baru* emphasizes that the act is very recent.

Note 5B.3. *dulu* 'formerly' and 'first.'

(a) *apĕ pĕkrĕjĕqan ĕncheq dulu?* 'What was your job formerly?'

(b) *sĕblom prang dulu, sayĕ jadi krani.* 'Before the war (formerly) I was a clerk.'

(c) *sayĕ naq singgah di situ dulu skĕjap.* 'I want to stop off there first for a while.'

In speaking of things which are going to happen, the word *dulu* is used in the meaning 'first' implying that some other action will follow. In sentence (c), the man is going to stop off somewhere *first* and then go home. However, the word *dulu* has a meaning like 'formerly,' 'a relatively long time ago' when it is used in reference to something that has happened.

Note 5A.4. More sentences about the weather.

ujan kĕ? 'Is it raining?'
adĕ ujan kĕ? 'Is it raining?'
ĕncheq piker, adĕ ujan kĕ besoq? 'Do you think it will rain tomorrow?'

ĕncheq piker, ujan kĕ besoq? 'Do you think it will rain tomorrow?'

ĕncheq piker, panas kĕ besoq? 'Do you think it will be hot tomorrow?'

yĕ, sayĕ piker panas. 'Yes. I think it will be hot.'

malam-tadi sĕjoq. 'Last night was cold.'

smalam adĕ panas siket. 'Yesterday was a little warm.'

Note 5A.5. *tĕtapi* and *tapi* 'but.'

The word *tapi* is a shorter way of saying *tĕtapi* just as we say 'can't' for 'cannot.' Malays will usually say *tapi* when speaking rapidly, but if they speak more deliberately they may say *tĕtapi.*

6. Exercise

1. Where are you going?
- a. *ĕncheq naq k manĕ?*
- b. *dari manĕ ĕncheq datang?*
- c. *bilĕ yang ĕncheq sampay kmari?*

2. I am going for a walk in the park.
- a. *sayĕ naq bĕjalanjalan di wayang-gambar.*
- b. *sayĕ naq bĕjalanjalan di mlakĕ.*
- c. *sayĕ naq bĕjalanjalan di padang.*

3. Is the park far from here?
- a. *padang itu jaoh kĕ dari sini?*
- b. *rumah itu dĕkat dari sini?*
- c. *bandar mlakĕ tu bĕsar kĕ?*

4. No. It isn't very far, it's rather close.
- a. *taq-brapĕ dĕkat. jaoh.*
- b. *tidaq. taq-brapĕ jaoh. dĕkat sajĕ.*
- c. *padang itu dĕkat dari sini.*

5. Are you going straight to the park?
- a. *ĕncheq naq singgah di kĕday-kopi dulu kĕ?*
- b. *ĕncheq naq tros pĕgi kĕ padang kĕ?*
- c. *ĕncheq naq tros baleq k rumah kĕ?*

6. No. I'm stopping off at the grocery store first for a little while.
- a. *tidaq. sayĕ naq singgah di kĕday-makan dulu*
- b. *tidaq. sayĕ naq pĕgi kĕ kĕday-makan dulu.*
- c. *tidaq. sayĕ naq singgah di kĕday-bras dulu skĕjap.*

7. Can I walk with you to the park?
- a. *boleh kĕ sayĕ bjalanjalan di padang dĕngan ĕncheq?*

b. *boleh kĕ sayĕ dudoq di sini?*
c. *boleh kĕ sayĕ baleq k rumah?*

8. Your friend assents and then asks: Did it rain here this morning?
   a. *adĕ ujan kĕ pagi-tadi di sini?*
   b. *adĕ angen jugĕ kĕ smalam?*
   c. *apĕ-macham ari ñĕ di sini smalam?*

9. Yes, it rained. Weren't you here this morning?
   a. *yĕ. sejoq siket di sini. ĕncheq naq k manĕ? skĕjap.*
   b. *yĕ. adĕ ujan. ĕncheq taq adĕ kĕ di sini pagi-tadi?*
   c. *tidaq. taq adĕ ujan.*

10. Oh no. I wasn't here.
   a. *sayĕ tidor di rumah abang sayĕ.*
   b. *sayĕ krĕjĕ di kĕday-bras bapaq sayĕ.*
   c. *o tidaq. sayĕ taq adĕ di sini.*

7. Check-Up on the Exercise

8. Review of Basic Sentences: Covering the Malay

Section B

1. Basic Sentences

ENGLISH EQUIVALENTS	MALAY
Record 10A, after 4th spiral.	
clouds	*awan-awan*
1. Look at how dark those clouds have gotten. (*lit.* Look at those clouds already dark).	*tengoq lah awan-awan itu sudah gĕlap.*
2. Maybe it'll rain.	*barangkali naq ujan.*
hah	*hā*
annoy	*kachaw*
indeed	*pulaq*
3. Doggone it. (*lit.* this is annoying indeed)	*hā kachaw pulaq ini.*
even	*pon*
descend	*turon*

4. It's started to rain. (lit. the rain even is already coming down) — *ujan pon sudah turon.*

enter — *masoq*

5. Let's go into this café [for a little while].* — *mari lah kitĕ masoq di kĕday-kopi ini.*

ask for — *mintaq*

whatever (*or* anything) — *apĕapĕ*

6. Just order whatever you want to eat. (lit. order just anything you'd like to eat). — *mintaq lah apĕapĕ sajĕ ĕncheq naq makan.*

climate — *awĕ*

7. How is the climate here in Malaya? (*lit.* in this Malaya). — *am-macham awĕ ñĕ di tanah-mlayu ini?*

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* An English sentence closer to the Malay sentence on the record would omit the words 'for a little while.' A Malay sentence closer to the English sentence on the record would include the word *skĕjap: mari lah kitĕ masoq di kĕday-kopi ini skĕjap.*

Record 10B, beginning.

kind *or* sort — *macham*

season — *musem*

8. How many (kinds of) seasons are there here? — *adĕ brapĕ macham musem di sini?*

9. There are just two (kinds of) seasons. — *adĕ duĕ macham musem sajĕ.*

10. One's a rainy season, one's a hot season. — *satu musem-ujan, satu musem-panas.*

11. What season is this now? — *ini musem apĕ skarang?*

12. This is the hot season. — *ini musem-panas.*

13. When does the rainy season start? — *bilĕ mulĕkan musem-ujan?*

14. In two or three months more it'll be the rainy season. — *dalam duĕ-tigĕ bulan lagi, musem-ujan lah.*

long (in duration of time) — *lamĕ*

15. How long is the rainy season? — *brapĕ lamĕ musem-ujan itu?*

16. The rainy season isn't very long. — *musem-ujan itu taq-brapĕ lamĕ.*

or — *atau*

17. It lasts (*lit.* long of it) only three or three and a half months.
always
lamĕ ñĕ chumĕ tigĕ bulan, ataw tigĕ bulan stĕngah.
slalu

18. During the rainy season, does it rain all the time?
steady
bilĕ musem-ujan itu, ujan slalu kĕ?
rĕñay rĕñay

19. Oh no. Sometimes [there's] a steady rain [for] four or five days.
o tidaq. kadangkadang ujan-rĕñayrĕñay ĕmpat-limĕ ari.

20. Sometimes for as much as two weeks there isn't any rain.
abate
outside
kadangkadang sampay duĕ minggu taq adĕ ujan.
tĕdoh
luar

21. The rain has stopped outside.
ujan sudah tĕdoh di lwar.

22. Let's go out.
mari lah kitĕ k lwar!

23. The sun's out.
mat'ari sudah nampaq.

24. Do you think it'll rain again tonight?
ĕncheq piker, malam ini ujan lagi kĕ?

25. I don't think so.
sayĕ piker taq adĕ.

2. Hints on Pronunciation

Certain consonants are pronounced through the nose. They are *m*, *n*, *ñ*, and *ng*. A vowel, a *y*, or a *w*, that follows one of these consonants in the same word is also pronounced through the nose. If the next sound is *h*, a vowel, *y*, or *w*, that is pronounced through the nose too. In fact, after a consonant pronounced through the nose all vowels, *y*'s, *w*'s, and *h*'s are pronounced through the nose until you reach the end of the word or a consonant (other than *y*, *w*, or *h*) that is not pronounced through the nose. To do this all you have to do is let the air continue to pass through your nose until you reach a consonant that is not pronounced through the nose.

PRACTICE 5B.1

Record 10B, after 1st spiral.

namĕ ñĕ ..... name of it
makan ..... eat
smilan ..... nine
kĕnal ..... acquainted
mahap ..... excuse
mau ..... want
smuĕ ..... all

A few words have vowels that are pronounced through the nose even without a preceding *m*, *n*, *ñ*, or *ng*. One of these vowels is *ĭ*.

hɜ̄..... ha

Note 5B.1. *lwar* 'outside.'

ujan sudah tĕdoh di lwar. 'The rain has stopped outside.'

The word *lwar* 'outside' belongs to the group of words discussed in Note 4A.1, and may be used in just about the same way. For example, one may say:

dič tinggal di lwar bandar. 'He lives outside the city.'

Notice that in the sentence:

mari lah kitĕ k lwar. 'Let's go outside,' the word *lwar* is preceded by the preposition *kĕ.*

Note 5B.2. *tigĕ bulan stĕngah* 'three and a half months.'

In English we may vary between saying 'three and a half months' and 'three months and a half.' In Malay one says it only in the way shown above.

Note 5B.3. The words *duĕ-tigĕ* 'two or three' *ĕmpat-limĕ* 'four or five.'

Notice that Malay merely uses a compound for our English phrases 'two or three, 'four or five' and uses no equivalent for English 'or.'

Note 5B.4. *tadi.*

1. The word *tadi* by itself means 'shortly before' or 'a little while ago.' It may only be used of the past. It refers to the past few hours as opposed to *dulu* 'earlier, a long time before' which can refer to a past time of a few days or a number of years.

dulu sayĕ jadi krani. 'Before I was a clerk.'
dič masoq tadi. 'He went in a little while ago.'

2. Each of the words for a division of the day forms a compound with the word *tadi*:

malam-tadi 'last night'
pětang-tadi 'this (past) afternoon'
pagi-tadi 'this (past *or* past part of the) morning'

The word-group *pětang ini* 'this afternoon' refers to the current afternoon or the one in prospect. If you were planning to go to a show in the afternoon, you would say (at some time in the morning or afternoon):

sayĕ naq pĕgi tengoq wayang pětang ini. 'I'm going to see a show this afternoon.'

However, that evening you would report the fact that you had gone to a show by saying:

sayĕ pĕgi tengoq wayang pětang-tadi. 'I went to see a show this afternoon.'

Under these circumstances *pětang ini* would not make sense.

The word-group *pagi ini* refers to the present or future part of the current morning. The compound *pagi-tadi* refers to the past morning or the past part of the morning. Thus the sentence:

sayĕ baru baleq pagi-tadi. 'I just got back this morning.'

could be said in the morning as well as in the afternoon.

Note 5B.5. More on *ñĕ.*

1. *apĕ pĕkrĕjĕqan ñĕ si mahmot?* 'What is Mahmot's job?'
   am-macham ari ñĕ di sini smalam? 'How was the weather here yesterday?'
   am-macham awĕ ñĕ di tanah-mlayu ini? 'How is the climate here in Malaya?'

The first three words in the sentences above are: question-word, noun, and *ñĕ.* This is a kind of equational sentence (see Note 2B.6). The division between the two parts comes after the question-word:

apĕ = pĕkrĕjĕqan ñĕ si mahmot? (*lit.* What = the job of him Mahmot).
am-macham = ari ñĕ di sini smalam? (*lit.* How = the day of it here yesterday).
am-macham = awĕ ñĕ di tanah-mlayu ini? (*lit.* How = the climate of it in this Malaya).

Note that the word *ñĕ* need not be present if the question concerns the hearer's job:

apĕ pĕkrĕjĕqan ĕncheq dulu? 'What was your job before?'

The question:

apĕ pĕkrĕjĕqan ñĕ ĕncheq? 'What is your job?'

is more formal than the one above.

2. The words *rasĕ* 'feel, taste' and *lamĕ* 'be long in time' are verbs:
   sayĕ rasĕ lapar. 'I feel hungry.'
   musem-ujan itu taq-brapĕ lamĕ. 'The rainy season is not very long.'

The combination of verb plus *ñĕ* is often used in sentences parallel to those in 1., that is, in the same way as the combination of a noun plus *ñĕ*.

a. *am-macham rasĕ ñĕ tmakaw itu?* 'How does that tobacco taste? (*lit.* 'What sort (is) the taste of it that tobacco?')
b. °*brapĕ lamĕ ñĕ museum-ujan itu?* 'How long is the rainy season?' (*lit.* 'How much is the long of it that rainy season?')

In sentences a and b, as in the sentence in 1. the division occurs right after the question-word, thus: *am-macham* =, *brapĕ* =. In the following sentences which occurred in the Basic Sentences:

c. *brapĕ lamĕ museum-ujan itu?* 'How long is the rainy season?'

the parts of the sentences are *brapĕ lamĕ* 'How long' and *musem-ujan itu* 'that rainy season.'

3. The combination of verb plus *ñĕ* is used in another way that is like a noun plus *ñĕ*.
   lamĕ ñĕ chumĕ tigĕ bulan. 'It lasts only three months.' (*lit.* 'the long of it [is] only three months').

Notice that the above sentence is parallel to the following sentence that we saw earlier:

itu argĕ ñĕ duĕ ringget. 'That costs two dollars.' (lit. 'that the price of it [is] two dollars').

Note 5B.6. *lah.*

We have had the particle *lah* appear in the following ways:

1. Most frequently in *commands:*
   basi lah samĕ sayĕ kopi. 'Give me some coffee.'
   tinggal lah dulu. 'So long.'
   mari lah ĕncheq. 'Let's [go] sir.'
   minom kopi sajĕ lah. 'Just have some coffee.'
   dudoq lah. 'Do sit down.'
   mari lah kitĕ bjalan k rumah si daot. 'Let's go out to David's house.'

tengoq lah awan-awan itu sudah glap. 'Look at how dark those clouds have gotten.'
mintaq lah sajĕ apĕapĕ encheq naq makan. 'Just order whatever you want to eat.'

2. Quite often it indicates that the statement is to be taken as the opinion of the speaker.
dalam duĕ-tigĕ bulan lagi, musem-ujan lah. 'In two or three months more it'll be the rainy season.'

In this sentence the particle *lah* implies something like 'I can tell you' or 'in my opinion' or 'I'm sure.' It has this sort of a meaning in the following expressions that you've had:

baeq lah. 'O.K.' (i.e. it's all right with me).
yĕ lah. 'Certainly.'
taq tau lah. '[I] don't know, I'm sure.'

6. Exercise

1. Translate the following sentences into Malay:
   a. It rained yesterday.
   b. It rained last night.
   c. It rained this morning.
   d. It is raining.
   e. I think it will rain this afternoon.
   f. I think it will rain tonight.
   g. I think it will rain tomorrow.
2. Now make up the questions to which those statements are the replies.
3. Do the same thing for the words 'hot' and 'cold.'

7. Check-Up on the Exercise

8. Review of Basic Sentences: Covering the Malay

Section C

1. Check-Up

2. Listening In

Record 11A, beginning.

Conversation 1. David meets William.

daol: *ĕncheq naq k manĕ?*
wĕlyam: *o sayĕ naq pi krĕjĕ skarang.*
daol: *ĕncheq krĕjĕ di manĕ?*
wĕlyam: *sayĕ krĕjĕ di posopes.*
daol: *sudah lamĕ, ĕncheq krĕjĕ di situ?*
wĕlyam: *tidaq. sayĕ krĕjĕ di situ, baru satu bulan slĕngah.*
ini musem apĕ skarang cheq-daol?
daol: *ini musem-panas.*
wĕlyam: *brapĕ lamĕ musem-panas ini?*
daol: *o musem-panas ini lamĕ ñĕ, dalam lapan bulan.*
am-macham awĕ ñĕ di tanah-marekan itu?
wĕlyam: *o adĕ duĕ-tigĕ macham awĕ ñĕ di tanah-marekan.*
mahap sajĕ. ĕncheq tau kĕ di manĕ si mahmot krĕjĕ?
daol: *sayĕ taq tau di manĕ diĕ krĕjĕ.*
baeq lah ĕncheq-wĕlyam. slamat jalan.
wĕlyam: *slamat jalan.*

Record 11A, after 1st spiral.

Conversation 2. William discusses his trip to Singapore with Smith.

smet: *pukol brapĕ ĕncheq-wĕlyam sampay di singĕpurĕ smalam?*
wĕlyam: *sayĕ sampay di singĕpurĕ pukol lapan.*
smet: *adĕ ujan kĕ di singĕpurĕ?*

wĕlyam: taq adĕ.
am-macham ari ñĕ di sini smalam?
smet: di sini adĕ ujan.
wĕlyam: yĕ kĕ?
smet: yĕ.
wĕlyam: ujan-lĕbat kĕ?
smet: taq-brapĕ lĕbat.
wĕlyam: ada angen jugĕ kĕ?
smet: taq adĕ.
ĕncheq jumpĕ kĕ abang ĕncheq di situ?
wĕlyam: yĕ, sayĕ jumpĕ diĕ di situ.
tapi skarang diĕ sudah baleq di tanah-marekan.
smet: bilĕ yang diĕ baleq?
wĕlyam: diĕ baleq malam-tadi.
smet: adeq ĕncheq miseh tinggal di singĕpurĕ lagi kĕ?
wĕlyam: tiadq. diĕ sudah baleq kĕ tanah marekan jugĕ, smalam.
ĕncheq piker pĕtang ini ujan lagi kĕ?
smet: barangkali jugĕ.

Record 11A, after 2nd spiral.

Conversation 3. William is discussing the weather with a friend.

wĕlyam: ujan kĕ di lwar?
ĕncheq: yĕ, ujan.
wĕlyam: am-macham, ujan-lĕbat kĕ?
ĕncheq: tidaq. chamĕ ujan-rĕñayrĕñay sajĕ.
wĕlyam: ĕncheq piker, ujan lagi ké besoq?
ĕncheq: sayĕ piker taq adĕ. kranĕ sudah ujan duĕ-tiga ari ini.

Record 11A, after 3rd spiral.

Conversation 4. Osman and Mat are talking about some American soldier friends of Mat's.

osman: brapĕ lamĕ ĕncheq-mat piker, diĕ-orang naq tinggal di sini?
mat: itu sayĕ taq tau.
osman: di manĕ ĕncheq-mat kĕnal samĕ diĕ-orang?
mat: o sayĕ knal samĕ di-orang di stesen-kretĕ-api. di-orang baru datang dari tanah-marekan.
osman: cheq-mat rĕti kĕ bahsĕ-inggres?
mat: yĕ, siketsiket.
osman: mahap sajĕ. sayĕ naq pĕgi minom aer skĕjap.
mat: sayĕ piker sayĕ naq pĕgi minom aer jugĕ.

3. Conversation

Everybody talks about the weather: here's your chance to do it in Malay. Comment on what the weather is like today (actually or in your imagination) and say whether you like it that way or not. Describe the climate and tell what you do under various weather conditions. What you say does not have to be true, so long as it's good Malay. Remember that people talk about the weather because it's the easiest subject in the world to talk about: don't make your conversation sound as if it were hard work.

Two men meet on the street. They exchange greetings and begin to talk about the weather etc. As they talk it begins to cloud up. They talk about the clouds, breeze etc. One sees a shelter (restaurant café) and they go in out of the rain. After the rain stops, they take leave of each other and depart.

Let one of the group pretend he is a Malay. Ask him about the weather in Malaya, and have him ask you about the weather in the part of the U. S. that you come from.

REVIEW

The problems and exercises in this Unit will enable you to test your knowledge of the material you have studied up to this point. Go through the exercises conscientiously and try to do your best; but play fair, and don't look back at the earlier Units until you have finished this one. If you find that you can answer all the questions easily and without hesitation, you may assume that you have mastered Part One of this manual; but if you have difficulty with any of the questions, or if you take more than a few seconds to get the right answer, it means that you have not learned the material well enough and are not yet ready to go on with Unit 7. In that case, run through the first five Units again, once or several times, drilling yourself on the Basic Sentences, reading the Commentaries and the Pronunciation Practices, and performing all the Exercises. When you have done this, take another crack at the problems in this review and see whether you have improved.

1. Word Review

PREPARATION. (Individual Study.) Here are eight groups of words. In each group, there is one word that obviously does not fit. First decide which is the word that doesn't belong in the group, and find a reason for your decision. Then make up a sentence in Malay in which you can use the other four words interchangeably. This will give you a total of eight sentences, each one in four slightly different versions. When you have done this, go through the groups again and this time make up for each group one sentence in which you can use the misfit word but not the other four.

Do not write anything down. Make up the Malay sentences in your head, and say them to yourself out loud. Practice them until you can rattle them off without a moment's hesitation.

1. (a) *kĕday-bras*
   (b) *sojar*
   (c) *nebi*
   (d) *krani-bĕng*
   (e) *tukang-masaq*
2. (a) *otel*
   (b) *kĕday-makan*
   (c) *stesen-kretĕ-api*
   (d) *sukĕ*
   (e) *kĕday-kopi*
3. (a) *bĕsar*
   (b) *mejĕ*
   (c) *korsi*
   (d) *tĕmpat-tidor*
   (e) *almari-kaen-baju*
4. (a) *dageng*
   (b) *kĕntang*
   (c) *nasiq*
   (d) *roti*
   (e) *kopi*
5. (a) *atas*
   (b) *blakang*
   (c) *dĕpan*
   (d) *bawah*
   (e) *bandar*

6. (a) *ini ari*
   (b) *smalam*
   (c) *besoq*
   (d) *odĕ*
   (e) *malam-tadi*
7. (a) *makan*
   (b) *pukol lapan*
   (c) *pukol limĕ stĕngah*
   (d) *suku lagi pukol duĕ*
   (e) *pukol satu duĕ menet*
8. (a) *abang*
   (b) *adeq*
   (c) *kakaq*
   (d) *anaq*
   (e) *minom*

CHECK-UP. (Group Work.) After you have completed this problem, work together under the Leader's direction. He will take up one set of words at a time, and for each set will call on one member of the group to give the sentences he has made for it: four similar sentences using the words that belong together, and one sentence using the word that doesn't fit. If the Guide is present, he will correct your sentences whenever necessary. Otherwise the whole group should act as judge on the sentences of each member.

2. Sentence Review

PREPARATION. (Individual Study.) Go through the following English sentences and prepare to say the equivalents for the English at your next group meeting. DO NOT WRITE ANYTHING DOWN, but say the Malay equivalents out loud and keep practicing them aloud until you have the Malay down so cold that when the English is fired at you point-blank you can fire the Malay right back without any hesitation.

1. How do you do sir. Fine.
2. Thank you. You're welcome.
3. Where is the movie? It's on the right.
4. Do you have any matches? Yes. Here's one.
5. I don't understand what you said.
6. I'm hungry. Where is the restaurant?
7. The café is straight ahead.
8. Do you want some coffee? No, I want some milk.
9. I went to Singapore. I had a little business there.
10. Give me some milk.

11. Who is that? That's my friend.
12. What is your name?
13. My name is not David.
14. Where did you come from?
15. I came here from America.
16. Are all your friends Englishmen?
17. Some are Americans and some are Malays.
18. What is your job?
19. Whose house is that? That's Mr. Mat's house.
20. I work on a farm.

21. My father's in business.
22. We live in the city, but my older sister lives in the country.
23. I'm not married yet, but my older sister is married.
24. Yesterday, I took a walk over to my friend's house.
25. My younger brother went to the café.
26. What is there in his room?
27. There's a bed near the door.
28. He lives in a house in front of the park.
29. What is in front of the window?
30. There's a table in front of the window.

31. I put a cigarette on the chair.
32. The table is near the bed on the right of the window.

33. How was the weather here this morning?
34. I don't like the rainy season.
35. Yesterday, the weather was nice.
36. I didn't go out last night because it was raining.
37. Let's go see a movie.
38. My friend sat down near the window and we chatted.
39. Is his house large or small? It's rather small.
40. Do you like to eat at home?

41. Are you named Dolah?
42. In two more days it will be the hot season.
43. When the rain stops we can go outside.
44. What time does the ship leave?
45. My friend never smokes a pipe.
46. Would you like to try smoking my cigarettes?
47. How do his cigarettes taste? Nice.
48. Is it these under the table? It's not those.
49. Here they are in the wardrobe.
50. His house is at the edge of the farm.

CHECK-UP. (Group Work.) When the members of the group have finished preparing their sentences, all except the Leader will close their books. The Leader will read out one of the English sentences from the list above and call on a member of the group to give the Malay equivalent. Answer as quickly as you can, and rattle off the Malay sentence as if you were really saying it to somebody in a real-life situation. The Leader need not take the English sentences in the order in which they are printed; he may skip around so as to see whether the members of the group can react instantly to any sentence, no matter when they hear it. If the Guide is present, he will listen and correct your pronunciation and your expressions whenever necessary. If you have no Guide, the group as a whole should judge the correctness of each response.

3. Word Review

PREPARATION. (Individual Study.) Here are sixteen words, arranged in two columns of eight each. For every word in the first column, there is one word in the second column exactly opposite in meaning. Match up the opposites by drawing pencil lines from one column to the other. When you have done this, make

up Malay sentences—one for each pair of opposites. The sentence should be so constructed that you can use either of the two opposite words in it, thus giving the sentence as a whole two opposite meanings. When you have finished, you will have eight sentences, each one in two versions.

Again, do not write anything down, but say the Malay sentences to yourself out loud and practice them until you think you can produce them at a moment's notice.

atas	*kěchiq*
kanan	*dĕpan*
dĕkat	*sĕjoq*
bĕsar	*jaoh*
blakang	*bawah*
panas	*slalu*
taq-pĕrnah	*kiri*
skarang	*dulu*

CHECK-UP. (Group Work.) Proceed here just as you did in 1. The Leader will take up one word at a time from the first column and call on some member of the group to give the opposite word and the two sentences he has made up to fit the words. The Guide or the group as a whole will judge how successful you have been.

4. Sentence Review

PREPARATION. (Individual Study.) Go through these English sentences and prepare to say the equivalents for the English, just as you did in Section 2 of this Unit. Do not write anything down, but have everything well fixed in your mind, and ready to speak in the next group meeting.

1. I just got back this morning.
2. I'm going to stop at the café for a while.
3. He doesn't like to take walks.
4. It's exceptionally nice this morning, isn't it?
5. He wants to live next door to John's house.
6. Have you been to Mahmot's house?
7. Can that box hold those cigarettes?
8. Do you like to live in the city or in the country?
9. In whose shop do you work?
10. My younger brother is still at school.

11. He wants to be a teacher when he has grown up.
12. How are your parents?
13. His name is not Mr. David.
14. How long has your friend been married?
15. What kind of a store do your parents have?
16. Before I moved I lived in a hotel.
17. How about that wardrobe of his, is it large or small?
18. Please put the chair in front of the table.
19. The train leaves for Malacca ten minutes to eight.
20. Sometimes, I don't like to drink milk.

21. Some smoke cigarettes and other smoke pipes.
22. Here it is in the center of the room.
23. They don't yet have any children.
24. Your father has just got back from work.
25. It was a strong wind there.
26. What did he say?
27. I don't quite understand. Please point.
28. At what time are they going to eat?
29. Please give me some coffee too, won't you?
30. Mr. Majet is your father isn't he?

31. My older sister has moved.
32. Do they like to live in that house?
33. His father arrived here just about three months ago.
34. Beg your pardon. So long, Mr. David.
35. What are you going to the city for?
36. What is your friend's job?
37. What was your job before the war?
38. Are all those friends of yours in the merchant-marine?
39. At whose shop did you buy that box?
40. What time did your older sister get back from work?

41. Yesterday, there was a downpour in Malacca.
42. How is the climate in America?
43. How many seasons are there there?
44. There are four kinds of seasons.
45. What a nuisance, it's begun to rain.
46. Let's go into the railroad station for a little while.
47. Have you tried smoking his tobacco?
48. Is that it under the table near his foot?
49. Is your cook going home?
50. Do you think it may be cold tonight?

CHECK-UP. (Group Work.) As in Section 2, the Leader will go around the group and ask various members to supply (with books closed) the Malay equivalents for the sentences given in this section. If the Guide is present, he will listen and correct pronunciation and expressions.

5. Listening Review

(Group Work.) This section is to be a True-False quiz. You should prepare for it by taking a sheet of paper and writing down the numbers from 1 through 50. When this is done, the Guide or the speaker on the phonograph records will say fifty sentences in Malay. Each one will be spoken twice, and will be identified by its number. When you hear each statement, decide whether it is usually true or usually false. Don't go into particular cases, but just decide whether the statement would ORDINARILY be true or false. If it is true, mark a capital T after the number on your sheet corresponding to the statement; if it is false, mark a capital F after the number. If you understand the Malay, you will have no trouble in deciding whether to mark T or F.

For example, suppose you heard this: 'Statement 21. *nebi kréjě di kapal.* [pause, then repeated].' You would put a T after the number 21 on your sheet, since sailors do work on ships.

After the first statement, the Leader will stop the Guide or lift the needle of the phonograph record, and ask whether everyone understands what he is supposed to do. From that point on to the end of the test, there should be no interruptions.

After you have finished the test, the Leader will go through it with you and give you the answers. If you got 40 or more of the answers right, you have done well. If you got less than 40, you need more practice in listening to spoken Malay.

To the Leader: If the Guide is to read these sentences, you should say 'Statement 1', 'Statement 2', and so on, before each sentence. Have the Guide pause a moment after each reading, and have him read each statement twice. Before you start the quiz, make sure that everyone in the group understands the instructions. The phonograph records containing this test are Records ***11B, 12A*** and ***12B***. The answers to the test are in the Guide's manual.

VOCABULARY FOR PART ONE

The following list includes all the words that have occurred in Basic Sentences of Units 1–5, with definitions based on the sentences in which you learned them. The arrangement is strictly alphabetical, with *ě* occupying the same alphabetic position as *e*, and *ñ* as *n*.

At the end of each entry there is a reference to the

Unit and Section in which the word or the expression was introduced for the first time; for instance, the reference '4B' means that the word occurred first in the Basic Sentences of Unit 4, Section B. If the abbreviation 'Comm' appears after such reference, it means that the word appears in the commentary of that section.

abang: older brother 2A
adĕ: is (has) 1A
adeq: younger brother or younger sister 3A
aer: water 1B
almari: movable closet 4B
almari-kaen-baju: wardrobe 4B
am-macham: what sort, how 4A
anaq: child or children 3B
angen: wind 5A
apĕ: what 1A
apĕapĕ: whatever 5B
apĕ-macham: what sort 4A
argĕ: price 1A
ari: day 3A
atas: on top 4A
ataw: or 5B
awan-awan: clouds 5B
awĕ: climate 5B
baeq: fine 2A
bahsĕ: language 2A
bahsĕ-blandĕ: Dutch 2B Comm
bahsĕ-chinĕ: Chinese 2B Comm
bahsĕ-endya: Indian 2B Comm
bahsĕ-inggres: English 2B
bahsĕ-jawĕ: Javanese 2B Comm
bahsĕ-jĕpon: Japanese 2B comm
bahsĕ-mlayu: Malay 2B
bahsĕ-mnilĕ: Philippine 2B Comm
baleq: return 5A
baleq krĕjĕ: come back from work 5A
bañaq: a lot 4B
bandar: city 2A
bapaq: father 3A
barangkali: perhaps, maybe 3B
baru: just 2A
bawah: underneath 4A
bĕbwal: chat 4A
bĕgitu: like that 3B
bĕkakas: furniture 4B
bĕkĕbon: engage in farming 3B
bĕng: bank 3B
bĕsar: grow up, large, big 3B

besoq: tomorrow 5A
bĕtolaq: start out 1B
bilang: say 1A
bilĕ: when 2A
bileq: room 4B
bjalan: go (walk) out 4B
bjalanjalan: walk around 5A
blajar: study 3B
blakang: behind 4A
bli: buy 1B
blom: not 2B
boleh: may, (can) 1A
brapĕ: how much 1A
bukan: not, is not 2A
bukan-maen: exceptionally, really 5A
bukaq: open 3B
bulan: month, moon 2A
bwat: do 2B
chakap: speak 2B
cheq: miss or madam 1A
cheq-mat: Mr. Mat 1A
chubĕ: try 1A
chukop: sufficient 4B
chumĕ: only 5A
dageng: meat 1B
dahgĕ: thirsty 1B
dalam: in 2A
dan: and 3B
doat: David 2A
dari: from 2A
datang: come 2A
dĕkat: near 4A
dĕngan: with 1B
dĕngar: hear 4B
dĕpan: front 1A
di: at 1A
dindeng: wall 4B
dič: he, she, it, they 1A
dič puñč kĕday: his store 3B
di-orang: they 2B
dolah: Dolah 2A
dudoq: sit 4A
dulu: earlier 3A
duč: two 1A
duč-blas: twelve 1B
duč ringget: two dollars 1A
ĕmpat: four 1B
ĕncheq: Mr., sir, you 1A
ĕncheq-ĕncheq: you (plural) 2B
ĕncheq-mat: Mr. Mat 1A

fatimah: Fatima 3B
glap: dark 5A
guru: teacher 3B
*hā:*ha 5B
inggres: English 2A
ini: this 1A
isap: suck 4A
itu: that 1A
jadi: result 3A
jantan: male, man 3B
jaoh: distance 4B
jĕndelĕ: window 4B
jon: John 4B
jugĕ: too (likewise) 1B
jumpĕ: find, meet 4A
kabar: news 1A
kachaw: annoy 5B
kadangkadang: sometimes 4A
kaen-baju: clothing 4B
kakaq: older sister 2A
kaki: foot 4A
kalaw: if 3B
kampong: village 3A
kanan: right 1A
kapal: ship 3B
kasi: give 1B
kawan: friend 2A
kawankawan: friends 3B
kawen: marry 2B
kĕ: question particle 1A
kĕ: towards 1B
kĕbon: farm 3A
kĕchiq: small 4B
kĕday: shop, store 3B
kĕday-bras: grocery store 3B
kĕday-kopi: café 3B
kĕday-makan: restaurant 1A
kĕnchang: strong (of wind), taut 5A
kĕntang: potatoes 1B
kiri: left 1A
kitĕ: we 2B
kit'orang: we 2B
klasi: salor (general) 3B
klasi-kapal: sailor (merchant marine) 3B
kmari: hither 2A
knal: be acquainted with 2A
knapĕ: why 4B
kopi: coffee 1B
korsi: chair 4A
kotaq: box 4A

kranĕ: because 3B
krani: clerk 3A
krĕjĕ: work 3A
kretĕ-api: railroad 1A
lagi: more 1B
lagi: besides 4B
lah: do (intensifier) 1B
lamĕ: long (in duration of time) 5B
lantay: floor 4B
lapan: eight 1B
lapar: hungry 1B
lĕbat: dense 5A
limĕ: five 1B
lwar: outside 5B
macham: kind, sort 5B
macham-manĕ: how 4A
maen: play 1B
mahap: excuse 1A
mahmot: Mahmot 2A
majet: Majet 2A
makan: eat 1B
malam: night 5A
malam-tadi: last night 5A
manches: matches 1B
manĕ: where 1A
maq-bapaq: parents 3B
marekan: America, American 2A
mari: let's 2B
masoq: enter 5B
mat'ari: sun 5A
mau: want 4A
mejĕ: table 4A
menet: minute 1B
minggu: week 4B
minom: drink 1B
mintaq: ask for 5B
miseh: still 3B
misti: must 3B
mlakĕ: Malacca 5A
mlayu: Malay 2A
mulĕkan: start 1B
musem: season 5B
mwat: contain, hold 4B
myagĕ: engage in business 3B
nam: six 1B
namĕ: name 2A
nampaq: see 5A
naq: intend 1B
nasiq: cooked rice 1B
ñĕ: of it 1A

nebi: sailor (navy) 3B
ni: this 1A
nuyok: New York 2A
o: oh 3A
orang: person 2A
orang-blandĕ: a Dutchman 2B Comm
orang-chinĕ: a Chinese 2B Comm
orang-endya: an Indian 2B Comm
orang-inggres: an Englishman 2B
orang-jawĕ: a Javanese 2B Comm
orang-jĕpon: a Japanese 2B Comm
orang-marekan: an American 2B
orang-mlayu: a Malay 2B
orang-mnilĕ: a Filippino 2B Comm
otel: hotel 1A
padang: park 4B
paep: pipe 4A
pagi: morning 5A
pakay: use 4B
panas: hot 5A
pĕgi: to go 1B
pĕkan: town 2B
pĕkrĕjĕqan: job 3A
pĕnjuru: corner 4B
pĕrnah: ever 4A
pĕtang: afternoon 5A
piker: think 5A
pindah: move 4B
pintu: door 4B
pon: even 5B
posopes: post office 3A
prang: war 3A
prĕmpwan: female, woman 3B
pukol: strikes 1B
pulaq: indeed 5B
rasĕ: taste, feel 4A
rĕñayrĕñay: steady (of rain) 5B
rĕti: understand 1A
rokoq: cigarette, cigarettes 1A
roti: bread 1B
rumah: house 3A
sajĕ: just 1A
samĕ: to 1B
samĕsamĕ: together 2B
sampay: arrive 2A, up to 3B
sanĕ: yonder 1A
satu: one 1A
sayĕ: I or me 1A
sayĕ puñĕ: my 4A
sĕbap: because 4B

sĕbatang: one (sticklike) 1B
sĕblah: side, to the 1A
sĕblah tanah-jawĕ: East Indies 2B
sĕblas: eleven 1B
sĕblom: earlier 3A
sĕdap: pleasant 4A
sĕjoq: cold 5A
sen: cent 1A
siket: a little 5A
siketsiket: to a small extent 2A
singĕpurĕ: Singapore 1B
singgah: stop off 5A
sini: here 1A
situ: there 1A
skali: same time 4A
skarang: now 1B
skĕjap: a little while 5A
skolah: go to school 3B
slalu: always 5B
slamat: well 2A
smalam: yesterday 5A
smilan: nine 1B
smuĕ: all 3B
sojar: soldier 3B
sploh sen: ten cents 1A
spuloh: ten 1A
stĕngah: half 1B
stesen: station 1A
sudah: already 2B
sukĕ: like 2B
suku: quarter 1B
susu: milk 1B
syapĕ: who 2A
tadi: shortly before 5A
tanah: land, country 2A
tanah-blandĕ: Holland 2B Comm
tanah-chinĕ: China 2B Comm
tanah-endya: India 2B Comm
tanah-englan: England 2B Comm
tanah-jawĕ: Java 2B Comm
tanah-jĕpon: Japan 2B Comm
tanah-marekan: America 2B
tanah-mlayu: Malaya 2B
tanah-mnilĕ: Philippines 2B Comm
tañĕ: ask a question 1A
taon: year 3B
tapi: but 5A
taq: not 1A
taq-brapĕ: not very much 1A
taroq: put 4B

tau: know 2B
tědoh: abate 5B
těmpat: place 4B
těmpat-bwang-aer: toilet 1A
těmpat-krějě: place where one works 4B Comm
těmpat-tidor: bed 4B
těmpat-tinggal: residence 4B Comm
těngahlěngah: center 4A
tengoq: look at 2B
tępi: edge 4A
tětapi: but 5A
tidaq: no 1A
tidor: sleep 4B
tigě: three 1B
tikar: mat, rug 4B
tinggal: live 2A
tinggal lah dulu: so long 2B
tmakaw: tobacco 4A
tolong: help (please) 1A
tompang: join with 1A
tros: straight through 5A
tụ: that 1A
tujoh: seven 1B
tukang-masaq: cook 3A
tunjoqkan: point 1A
turon: descend 5B
ujan: rain 5A
ujan-lěbat: downpour 5A
ujan-rěñayrěñay: steady rain 5B
ujan-rinteqrinteq: drizzle 5A
wayang: show 2B
wayang-gambar: movie 1B
wělyam-smet: William Smith 2A
yang: time that, one that 2A
yang-adě: some 3B
yě: yes 1A
yurop: Europe (name) 2A

SHOPPING

[From this point on, the organization of each Unit will be somewhat simplified. In Sections A and B, the subsections will be numbered as follows: 1 Basic Sentences, 2 Practice and Review, 3 Commentary, 4 Exercise, 5 Check-Up and Review. In subsection 2 you should go through the group work and individual study formerly covered by the Practice on the Basic Sentences (3) and the Review of Basic Sentences: Covering the English (4); in subsection 5 you should go through the group work and individual study formerly covered by the Check-Up on the Exercise (7) and the Review of Basic Sentences: Covering the Malay (8). The content of each Unit, therefore, remains the same as before, except that the Pronunciation Practices are in general discontinued. One Pronunciation Practice is however introduced in Unit 9B under 2. Practice and Review. In Section C no changes have been introduced.]

SECTION A

Additional Numbers

In Unit 1 you learned the numbers from 1 to 12. Here is a list of all the remaining numbers you will need. Go through them in the same way as the Basic Sentences, repeating each number after your Guide or the phonograph record.

Record 13A, beginning.

13	*tigĕ-blas*
14	*ĕmpat-blas*
15	*limĕ-blas*
16	*nam-blas*
17	*tujoh-blas*

18	*lapam-blas*
19	*smilam-blas*
20	*duĕ-puloh*
21	*duĕ-ploh-satu*
22	*duĕ-ploh-duĕ*
30	*tigĕ-puloh*
33	*tigĕ-ploh-tigĕ*
40	*ĕmpat-puloh*
80	*lapam-puloh*
90	*smilam-puloh*
100	*sratos*
101	*sratos satu*
200	*duĕ-ratos*
1000	*sribu*
1001	*sribu satu*
2000	*duĕ-ribu*
1945	*sribu smilan-ratos ĕmpat-ploh-limĕ*

1. Basic Sentences

Record 13A, after 1st spiral.

ENGLISH EQUIVALENTS	MALAY
clothes	*pakayan*
1. I'm going to buy [some] clothes.	*sayĕ naq pĕgi bli pakayan.*
good	*bagos*
2. Do you know where there's a good clothing store?	*ĕncheq tau kĕ di mana adĕ kĕday-kaen-baju yang bagos?*
crossroads (crossing)	*sempang*
3. Over there at the corner is a good clothing store.	*di sempang sanĕ adĕ kĕday-kaen-baju yang bagos.*

He enters the store:

4. Yes, sir. What can I do for you?	*yĕ, ĕncheq. apĕ ĕncheq naq bli?*
look around	*tengoqtengoq*
5. I just want to look around first.	*sayĕ naq tengoqtengoq sajĕ dulu.*
(measure for flat pliable thing)*	*lay*
a, one (flat pliable thing) shirt	*slay kĕmejĕ*

* The voice on the record says "one."

6. (Sir) How much does one of these shirts cost?
   a dollar
7. A dollar [and] a quarter.
   size
   wear
8. What size do you wear?

ěncheq, brapĕ argĕ ñĕ sĕlay kmejĕ ini?
sringget
sringget suku.
saes
pakay
saes brapĕ ěncheq pakay?

Record 13B, beginning.

9. I wear a size fifteen shirt

sayĕ pakay kmejĕ, saes limĕ-blas

   which
   desire
10. Which one would you like? This one or that one?
11. That one.
12. How many shirts do you want?
    white
    blue
13. One white shirt, two blue shirts.

yang-manĕ
ĕndaq
yang-manĕ satu ěncheq ĕndaq, yang ini kĕ yang itu?
yang itu.
brapĕ lay kmejĕ ěncheq mau?
puteh
biru
satu lay kmejĕ-puteh, duĕ lay kmejĕ-biru.

2. Practice and Review

3. Commentary

Note 7A.1. Numbers and *brapĕ* 'how much.'

Questions with the question word *brapĕ* require an answer containing a number as in (a):

(a) *brapĕ argĕ ñĕ rokoq ni?* 'How much do these cigarettes cost?'
limĕ-blas sen. 'Fifteen cents.'

(b) *brapĕ lay kmejĕ ěncheq mau?* 'How many shirts do you want?'

(c) *sayĕ pakay kmejĕ saes limĕ-blas.* 'I wear a size fifteen shirt.'

Just as in English we say 'fifteen cents' with the number before the noun, the Malay says *limĕ-blas sen.*

And just as we say 'size fifteen' the Malay says *saes limĕ-blas.*

The question word *brapĕ* occupies the same position in regard to the noun it modifies as the number. Compare sentence (b) above with the answer:

(d) *tigĕ lay kmejĕ.* 'Three shirts.'

and compare the answer (c) with the following question. Notice that *brapĕ* follows *saes* just as the number does in (c):

(e) *saes brapĕ ĕncheq pakay?* 'What size do you wear?'

Similarly after a verb, the position of *brapĕ* is parallel with that of the number as in the following question and answer. The verb is *pukol* 'strike.'

(f) *pukol brapĕ skarang?* 'What time is it?'
pukol limĕ. 'It's five o'clock.'

Note 7A.2. Numbers and nouns.

In Note 1B.4 we saw that Malay nouns do not distinguish between singular and plural. The sentence *say adĕ kmejĕ* may mean either, 'I have a shirt' or 'I have shirts.' Naturally, situations arise in which the number of objects has to be made clear. In such instances Malay often inserts a word after the number. An example of this kind of word is to be found in the expression

(a) *sɑtu lay kmejĕ* 'One shirt.'

Words of this kind are called MEASURES.

Notice that if in counting an object a measure is used as in sentence (a) above, when asking about the number of objects the measure is used after *brapĕ* 'how much?' as in:

(b) *brapĕ lay kmejĕ ĕncheq mau?* 'How many shirts do you want?'

To the measure may be added the prefix *sĕ-* (*s-*) 'one *or* a' as in the phrase *slay kmejĕ* 'one shirt *or* a shirt.' It is in fact one of the main characteristics of the measures as a whole that they may have the prefix *sĕ-* (*s-*) tacked on.

The meaning of the prefix as against the full word *satu* in *satu lay kmejĕ* 'one shirt' is something like the difference between 'one shirt' (*satu*) and 'a shirt' (*sĕ-*).

If the noun being counted is followed by a demon-

strative the resulting meaning is illustrated by the following sentence.

(c) *brapĕ argĕ ñĕ slay kmejĕ ini?* 'How much does one of these shirts cost? *or* 'How much are these shirts apiece?'

If what is being counted is quite clear, it may be omitted as in sentence (d). The word *batang* is used as the measure in counting cigarettes.

ĕncheq adĕ rokoq kĕ? 'Do you have a cigarette?'
(d) *kasi lah sayĕ sĕbatang.* 'Give me one.'

As a result of this habit, some measures are regularly used without the thing that they measure. The word *ringget* is a measure as in the word-group *sringget suku* 'a dollar and a quarter.' On the other hand, it is practically never used with the thing it is a measure of, money.

Note 7A.3. Malay Numbers.

The Malay numbers are built up in the following way. Past eleven (*sĕblas*) the teens are made up with the numbers below ten + *-blas*. The tens like twenty, thirty, etc. are made up of the numbers below ten + *-puloh*. The word *-puloh* becomes *-ploh* if it is not the last word in the word-group. So *duĕ-puloh* '20' but *duĕ-ploh sen* '20 cents.' In the same way *ĕmpat-puloh* '40' but *ĕmpat-ploh-nam* '46.'

The hundreds above 100 (*ratos*) are made up of the numbers below ten + *-ratos*. The thousands above 1,000 (*sribu*) are made up of the numbers below ten + *-ribu*. Notice that the numbers between hundreds (such as 101) and the numbers between thousands (1001, 1945) go like English except that there is no word for 'and'; and 1945 is said usually (but not always) as in the Basic Sentences rather than *smilam-blas ĕmpat-ploh-limĕ* 'nineteen forty-five.'

Malay also say *satu ratos* 'one hundred' and *satu ribu* 'one thousand.'

Note 7A.4. *tengoqtengoq* 'look around.'

The word *tengoqtengoq* has three things in common with the word *bĕjalanjalan* 'take a walk, walk around.' They are both verbs, they both have doubling, and they both mean an action which is to be done again and again or one in which the course is not fixed and may double back on itself.

Note 7A.5. Short forms.

The word *naq* is a shorter form of *ĕndaq* and the word *maw* is a shorter form of *mau*. Only the longer forms occur at the end of a sentence or at a pause:

yang-manĕ satu ĕncheq ĕndaq, . . . 'Which one do want, . . .'

brapĕ lay kmejĕ ĕncheq mau? 'How many shirts do you want?'

In the same way *bleh* is a shorter form of *boleh*.

sayĕ taq bleh jumpĕ maches itu. 'I can't find the matches.'

4. Exercise

1. Count from 1 to 150—first by ones, then by twos, then by threes, and so on. Count as fast and accurately as you can. Practice this until you can rattle off the numbers without having to stop at any point to figure out how a particular number is put together.

2. You've probably played "Buzz" countless times. Well, here is your chance to play "Buzz" in Malay. You begin counting and for all numbers which contain 7 or are a multiple of 7 you say "Buzz." After you have tried 7, try the number 6, then 8, then 9 etc., as "Buzz."

3. You already know how to add numbers. (See Unit 1.) Here is your chance to really do some fancy additions.

10	25	48	86
+12	+13	+32	+24
95	110	145	210
+15	+85	+226	+348
602	809	1,169	2,346
+394	+120	+421	+1,322

In going through these additions, use your Malay throughout the process. Thus, you may *spuloh děngan duě-blas brapě?* etc.

4. Make up as many additions as you want to. Go around the room and ask for solutions. Use a blackboard, if necessary.

5. Check-Up and Review

Section B

1. Basic Sentences

Record 13B, after 1st spiral.

ENGLISH EQUIVALENTS	MALAY
others	*yang-laenlaen*
thing	*barang*
1. Are there any other things you want?	*adě yang-laenlaen barang lagi ěncheq mau?*
pair	*pasang*
stockings *or* socks	*stoken*
2. Yes, I want two pairs of socks, size eleven.	*yě, sayě maw duě pasang stoken, saes sěblas.*
color	*choraq*
3. What color would you like?	*choraq yang apě-macham ěncheq ěndaq?*
give	*bagi*
a pair	*spasang*
black	*itam*
yellow	*kuneng*
4. Give me a pair of black socks and a pair of yellow [socks].	*bagi spasang stoken yang itam, dan satu pasang yang kuneng.*
a dozen	*sědozen*
handkerchiefs	*sapu-tangan*
green	*ijaw*

5. How much a dozen are those green handkerchiefs? — *brapĕ sĕdozen, saputangan-ijaw itu?*

6. Three dollars and eighty cents. — *tigĕ ringget lapam-ploh sen.*

7. How much a piece? — *brapĕ sĕlay?*

8. Forty cents a piece. — *satu ĭay ĕmpat-ploh sen.*

expensive — *mahal*

very — *sangat*

9. [They're] very expensive (sir.) — *mahal sangat ĕncheq.*

cheap — *murah*

from — *dari-padĕ*

10. Are there any a little cheaper than those? — *adĕ kĕ yang murah siket dari-padĕ itu?*

Record 14A, beginning.[1]

red — *merah*

dozen — *dozen*

11. Yes, there are. These red ones are only three dollars and thirty cents a dozen. — *yĕ, adĕ. yang merah ini, chumĕ tigĕ ringget tigĕ-ploh sen satu dozen.*

less — *kurang*

12. Can you make it a little less? (lit. Can it be a little less?) — *boleh kĕ kurang siket, ĕncheq?*

fair — *patot*

13. I can't. What I've given [you] is a fair price. (Lit. Here I've already given a fair price) — *taq boleh. ini sayĕ sudah kasi argĕ yang patot.*

like — *macham*

14. All right, please give me half a dozen like that. — *baeq lah. tolong kas samĕ sayĕ stĕngah dozen macham itu.*

undershirt — *singlet*

trousers — *slwar*

shorts — *slwar-pendeq*

hat — *topi*

15. How about it, don't you want to buy undershirts, shorts, or a hat? — *am-macham, ĕncheq taq ĕndaq bli singlet, slwar-pendeq, ataw topi?**

---

* In the second repetition the voice on the record says: *am-macham, ĕncheq taq naq. . . .* There is no difference in meaning. *naq* is simply a shorter form of *ĕndaq*, see Note 7A.5.

16. No, I already have all [of those].
    sell
    shoes
    tidaq. smuě sayě
    sudah adě.
    jual
    spatu
17. Do you sell shoes here? (i.e. Exists sell shoes?)
    shoe store
    across
    adě jwal spatu kě di sini?
    kěday-spatu
    sěbrang
18. No. The shoe store is there across [the street].
    taq adě. kěday-spatu adě di sěbrang situ.
19. How much [is it] altogether?
    ŏrapě smuě-skali ěncheq?
20. Six dollars [and] forty-five cents.
    wrap up
    things
    well
    nam ringget ěmpat-ploh-limě sen.
    bungkoskan
    barangbarang
    bagobagos
21. (Won't you) Please wrap those things up carefully (sir.)
    tolong bungkoskan barangbarang itu bagobagos siket, ěncheq?

2. Practice and Review

3. Commentary

Note 7B.1. *yang.*

The word *yang* is used to show that the word or word-group which follows it modifies the word or word-group which precedes it. The word *yang* together with its FOLLOWING WORD or WORD-GROUP is called a *yang*-word-group.

(a) *kěday-kaen-baju yang bagos* 'A good clothing store.'

(b) *spasang stoken yang itam* 'a pair of black stockings.'

(c) *satu pasang yang kuneng* 'a yellow pair.'

(d) *argě yang patot* 'a fair price.'

(e) *choraq yang apě-macham?* 'What color?' (i.e. color of what sort?)

(f) *rumah yang di dĕpan padang* 'house in front of a park' (i.e. an in-front-of-the-park house).

(g) *spatu yang limě ringget stěngah* 'five and a half dollar shoes.'

In many cases the word which the *yang*-word-group modifies is perfectly clear and so is omitted, as in the following sentences:

(h) *adĕ kĕ (sapu-tangan) yang murah siket daripadĕ itu?* 'Are there any (handkerchiefs) that are somewhat cheaper than those?'
(i) *(sapu-tangan) yang merah ini* 'these red (i.e. handkerchiefs) ones.'

In asking when something happened the word *masĕ* 'time' was omitted and so the following type of sentence resulted:

(j) *bilĕ (masĕ) yang ĕncheq sampay kmari?* 'When did you arrive here?' (i.e. When was the time you arrived here?)
(k) *bilĕ yang diĕ pindah?* 'When did he move?'

Because of this habit of leaving out the word or word-group that is modified by the *yang*-word-group, the *yang*-word-group itself (regardless of what followed *yang*) came to be used in the same way as a noun. Thus, as in sentence (i) the *yang*-word-group may be followed by a demonstrative. A *yang*-word-group may be formed even with the demonstratives as in the sentence:

ĕncheq mau yang ini kĕ yang itu? 'Do you want these (ones) or those (ones)?'

A few *yang*-word-groups then came to be used as fixed expressions such as:

yang-adĕ 'some.'
yang-laenlaen 'others.'
yang-manĕ 'which?'

The word *yang-laenlaen* is used only where more than one object is being referred to.

Note 7B.2. More on measures.

The new measures in the Basic Sentences are:
pasang 'pair' for things counted in pairs.
dozen 'dozen.'

Notice that some measures are hard to define like *batang* and *lay* while others are easy to define like *ringgit* 'dollar,' and the two words above.

The following words occurring in the Basic Sentences are counted with *lay* as measure:

slay sapu-tangan 'a handkerchief.'
slay singlei 'an undershirt.'
slay slwar-pendeq 'a pair of shorts.'

Notice that the Malay does not follow the English in treating 'shorts' in the same way as 'stockings.'

The word *topi* on the other hand is counted without any measure: thus *satu topi*, *duě topi*. Words of this type, not being measures, never have the prefix *sě-*, *s-*.

The word *spatu* as you probably have guessed is counted with *pasang* as the measure.

Note 7B.3. *situ*, *saně* again.

di sempang saně 'over there at the crossing.'
di sěbrang situ 'there across the street.'

The words *sini* 'here' *situ* 'there' and *saně* 'yonder' are used without a preposition as modifiers. As we see here, the word they modify may be either a noun (*sempang* 'crossing') or a localizer (*sěbrang* 'across', see Note 4A.1).

Note 7B.4. *bagobagos*.

(a) *tolong bungkoskan barangbarang itu bagobagos siket ěncheq*. 'Please wrap up those things rather well, sir.
sayě rěti bahsě-mlayu siketsiket. 'I understand Malay a little.'

Notice that the meaning of the doubled forms *bagobagos* and *siketsiket* mean neither plural nor that the action is done again and again, but that both describe the action of the verb (wrap *well*, understand *to a small extent*).

Note 7B.5. *bagi* and *kasi* 'give.'

The word *bagi* means 'share with, divide.' It is politer to use *bagi* than *kasi* in ordering things from a salesman.

4. Exercise

1. SUBTRACTION. The following sentences will serve as a model for problems in subtraction. Learn this model, and then practice it by performing out loud the problems that follow.

subtract, take away	*tolaq*
leaves	*tinggal*
6 less 3 leaves how much?	*nam tolaq tigě tinggal brapě?*

6 less 3 leaves 3. *nam tolaq tigĕ tinggal tigĕ.*

6	10	26	56
−2	−7	−18	−42
75	125	243	268
−46	−23	−121	−163

289	2,654	6,890
−254	−1,413	−4,145

2. MULTIPLICATION. The following sentence will serve as a model for problems in multiplication. Learn this model, and then practice it by performing out loud the problems that follow:

times	*kali*
2 times 5 is how much?	*duĕ kali limĕ, brapĕ?*
2 times 5 is 10.	*duĕ kali limĕ, spuloh.*

4	6	8	10
×3	×6	×7	×8
12	15	20	25
×9	×10	×11	×20

30	50	100
×13	×50	×80

3. DIVISION. The following sentence will serve as a model for problems in division. Learn this model, and then practice it by performing out loud the problems that follow:

divide	*bagi*
receive	*dapat*
10 divided by 2 is (lit. gets)	*spuloh bagi duĕ dapat*
how much?	*brapĕ?*
10 divided by 2 is 5.	*spuloh bagi duĕ dapat limĕ.*

	8	16	32	65
	÷4	÷8	÷4	÷13
	100	250	275	450
	÷20	÷25	÷25	÷45

4. COUNTING. Using the measures introduced in this Unit (Sections A and B), count in each from 1 up to as high as it seems reasonable to go with a particular measure; counting *kmejĕ*, *rokoq*, *stoken*, *sapu-tangan*, *singlet*, *slwar-pendeq*, and *spatu*.

5. Check-Up and Review

SECTION C

1. Check-Up

(Group Work.) Proceed here just as you have in the corresponding section of the earlier Units. With the group Leader to start the ball rolling, the members of the group should make sure that all of them understand the explanations given in the Commentary, and that all of them can give without hesitation the Malay word, phrase, or sentence for any English equivalent.

2. Listening In

Record 14A, after 1st spiral.

Conversation 1. Smith and David have met on the street.

daot: cheq-smet datang dari manĕ?
smet: sayĕ baru datang dari rumah.
naq k manĕ, ĕncheq-daot.
daot: o sayĕ naq bĕjalanjalan.
*smet: *mau kĕ bjalanjalan samĕ sayĕ, pĕgi di pĕkan?*
sayĕ naq bli kaen-baju.
daot: baeq lah.

* This sentence is repeated on the record. Ignore the first repetition.

Record 14B, beginning.

smet: ĕncheq tau kĕ, di manĕ adĕ kĕday-kaen-baju yang dĕkat dari sini?
daot: adĕ satu kĕday-kaen-baju yang dĕkat sempang sanĕ, tapi taq-brapĕ bagos.
adĕ satu kĕday lagi, yang di dĕpan otel ini.

Record 14B, after 1st spiral.

Conversation 2. In the clothing store, the clerk approaches Smith and David.

ĕncheq: yĕ, ĕncheq. apĕ ĕncheq-ĕncheq naq bli?
smet: o tidaq. kitĕ naq tengoqtengoq sajĕ dulu. mahap sajĕ ĕncheq. boleh kĕ sayĕ tengoq slwar-pendeq itu?
ĕncheq: yĕ, boleh. yang-manĕ itu?
smet: itu yang dĕkat pĕnjuru almari itu.
ĕncheq: yĕ, yang ini kĕ?
smet: yĕ, yang itu.
ini bagos. sayĕ sukĕ ini.
brapĕ argĕ ñĕ slay slwar-pendeq ini, ĕncheq?
ĕncheq: itu murah sajĕ ĕncheq. chumĕ tujoh-ploh-limĕ sen.
smet: boleh kĕ kurang siket ĕncheq?
ĕncheq: o taq boleh. itu sayĕ sudah kasi argĕ yang patot.
smet: adĕ kĕ yang murah siket dari-padĕ ini?
ĕncheq: taq adĕ.
smet: am-macham kalaw stĕngah dozen, boleh kĕ kurang siket?
ĕncheq: yĕ, kalaw stĕngah dozen, chumĕ ĕmpat ringget duĕ-ploh sen.
smet: baeq lah. tolong kasi samĕ sayĕ stĕngah dozen.
ĕncheq: encheq mau bli singlet jugĕ kĕ?
smet: adĕ kĕ singlet yang bagos?
ĕncheq: ĕncheq pakay saes brapĕ?
smet: sayĕ pakay singlet saes tigĕ-ploh-nam.
ĕncheq: baeq lah. yang-manĕ ĕncheq sukĕ, yang ijaw ataw yang kuneng?
smet: taq adĕ kĕ choraq macham slwar-pendeq yang sayĕ bli ini?
ĕncheq: yĕ, adĕ. tĕtapi sayĕ taq adĕ saes tigĕ-ploh-nam.
smet: adĕ saes brapĕ?
ĕncheq: sayĕ chumĕ adĕ saes tigĕ-ploh-limĕ sajĕ.
smet: o sayĕ boleh pakay saes tigĕ-ploh-limĕ.
ĕncheq: brapĕ lay ĕncheq mau?
smet: tolong kas samĕ sayĕ tigĕ lay.

ěncheq: ini lah dič.
smet: brapa argě ňě singlet ini?
ěncheq: tigě lay argě ňě duě ringget ěmpat-ploh sen.
smet: adě jwal kmejě jugě kě di sini?

ěncheq: yě, adě. itu dič, děkat pěnjuru itu.
smet: brapě smuě-skali ěncheq?
ěncheq: nam ringget nam-ploh sen.
smet: tolong bungkoskan bagobagos siket ěncheq?

3. Conversation

1. Make up conversations on the models of those you have just heard. Talk about subjects that enable you to bring in a lot of numbers—buying things, bargaining, telling time, deciding on which train to take, and so on. You can combine such conversation with some remarks about the weather. Try to make your dialogue sound real.

2. A sailor wants to do some shopping and he does not know where to buy things, so he asks the waiter at the café. He asks him where he can buy shirts and socks, and the waiter tells him to go to a store near the park.

3. Two soldiers have returned from individual shopping tours. They discover that they have purchased similar items. They ask each other where the things were purchased, comment on the prices paid, act surprised at how cheap some things were or complain about some of the exorbitant prices.

4. In a clothing store (haberdashery) a customer is buying some shirts and socks. He does not like the color, so the salesman shows him different colors. He finally decides to get some white shirts and some socks he likes. He asks for the price, pays and leaves.

LET'S EAT

SECTION A

1. Basic Sentences

Record 15A, beginning.

ENGLISH EQUIVALENTS	MALAY
1. I (already) feel hungry.	*sayĕ sudah rasĕ lapar.*
restaurant	*kĕday-nasiq*
2. Where's the nearest restaurant?	*di mana adĕ kĕday-nasiq yang dĕkat dari sini?*
mile	*batu*
3. The nearest restaurant's half a mile from here.	*kĕday-nasiq yang dĕkat dari sini, stĕngah batu dari sini.*
street[s]	*lorong*
4. Isn't there a restaurant two or three blocks from here? (lit. two or three streets)	*bukan ka adĕ kĕday-makan, duĕ-tigĕ lorong dari sini?*
food	*makannan*
5. Yes. But the food there isn't very good.	*adĕ. tapi makannan diĕ taq-brapĕ bagos.*
time	*masĕ*
6. It's time for me to eat, too.	*sayĕ pon sudah masĕ naq makan jugĕ.*
Abraham	*ibraem*
7. Come along with me to Abraham's place. (lit. to the Abraham-store).	*mari lah pĕgi samĕsamĕ sayĕ kĕ kĕday-ibraem.*
8. The food's good in that restaurant. (lit. it's that restaurant the food of it is nice).	*kĕday itu lah makannan ñĕ sĕdap.*

9. Would you like to eat upstairs or downstairs? *ĕncheq sukĕ makan di atas kĕ di bawah?*
10. Anywhere at all. *manĕmanĕ sajĕ lah.*
11. What'll you have to eat? *apĕ yang ĕncheq-ĕncheq naq makan?*
12. What [do you] have? (lit. what is there?) *apĕ adĕ?*
    various kinds *machammacham*
13. There are all sorts of food. *adĕ machammacham makannan.*
    a flat dish *spinggan*
14. Give me a dish of white rice. *bagi sayĕ spinggan nasiq-puteh.*
    cooked food (other than rice) *laoq*
15. What dishes are there, please? *adĕ laoq apĕ, ĕncheq?*
    chicken *ayam*
    fish *ikan*
    various vegetables *sayorsayor**
16. There are all kinds; chicken, fish, vegetables, and so forth. *adĕ machammacham. ayam, ikan, sayorsayor, dan yang-laenlaen jugĕ.*

Record 15B, beginning.

    fry *goreng*
    chicken-curry *kari-ayam*
17. Please give me fried fish and chicken-curry. *tolong kasi samĕ sayĕ ikan-goreng dĕngan kari-ayam.*
18. What do you want? *apĕ yang ĕncheq ĕndaq?*
19. Give me a plate of rice, too. *bagi samĕ sayĕ satu pinggan nasiq jugĕ.*
20. What cooked food would you like, sir? *apĕ laoq ĕncheq ĕndaq?*
    beef (cow-meat) *dageng-lĕmbu*
    roast *panggang*
    vegetable *sayor*
21. Roast beef with vegetables. *dageng-lĕmbu-panggang dĕngan sayor.*

---

* The voice on the record uses the rapid speech form *saysayor*.

22. Is that all sir?	*itu sajĕ ĕncheq?*	don't	*jangan*
piece	*kĕpeng*	butter	*mĕntegĕ*
23. No. Give [me] one or two pieces of bread, too,	*tidaq. bagi satu-duĕ kĕpeng roti jugĕ.*	24. But don't put any butter [on].	*tapi jangan taroq mĕntegĕ.*

2. Practice and Review

3. Commentary

Note 8A.1. *laoq* 'cooked food.'

Rice is the staple food in Malaya and occupies about the same position among the Malays as bread does among us. There are, however, differences. For example, rice is not usually eaten at breakfast. Bread, on the other hand, is also used widely but chiefly in the cities and larger towns and is generally more of a treat than it is with us. In the smaller towns and villages, it is found only in food-shops. With the rice is served a number of dishes such as those mentioned in the Basic Sentences. Any dish of cooked food (hot or cold) served with rice is called *laoq*. At the ordinary meal there are always at least two and usually more. At a banquet there may be as many as fifteen or twenty or even more.

Note 8A.2. New measures: *batu* is a measure, but *lorong* is not.

pinggan 'dish' (used as a measure with rice that is being served).
kĕpeng 'flat piece' (i.e. *skĕpeng roti*).

The word *batu* is also a measure (*sĕbatu* 'a mile, one mile') but may be used without mentioning the thing it is a measure for (i.e. distance).

On the other hand, the word *lorong* is not a measure because the Malays always say *satu lorong* 'one block, one street.' The Malays count by the cross-streets and not by the blocks or space between the cross-streets as we do.

Note 8A.3. More on doublings.

machammacham 'various kinds.'
sayorsayor 'various kinds of vegetables.'

Note that the double plural of a noun often gives the notion of 'different sorts' or 'different kinds.'

Note 8A.4. *satu-duĕ* 'one or two.'

This compound is like the compounds *ĕmpat-limĕ* 'four or five' *duĕ-tigĕ* 'two or three' in Note 5B.3 and *spuloh-duĕ-blas* 'ten or twelve' in Unit 2B.

Note 8A.5. *bagi* and *kasi* again.

bagi sayĕ 'give me.'
bagi samĕ sayĕ 'give me.'
kasi samĕ sayĕ 'give me.'

Any of the above phrases is acceptable. Those with *bagi* are somewhat more formal. On the other hand *kasi sayĕ* 'give me' is not considered polite.

Note 8A.6. Another example of *yang* expressions.

(a) *apĕ yang ĕncheq-ĕncheq naq makan?* 'What will you have to eat?'

(b) *apĕ yang ĕncheq ĕndaq?* 'What would you like?'

These two sentences are very much like the sentences in Note 7B.1 (j). The *yang*-word-group is used just like a noun as if to say (a) 'What is (the thing) that you'll eat?' and (b) 'What is (the thing) that you'd like?'

Note 8A.7. *ñĕ* and *diĕ*.

(a) *makannan diĕ taq-brapĕ bagos.* 'The food there isn't very good.'
(b) *kĕday itu lah makannan ñĕ sĕdap.* 'That restaurant is where the food is nice. (lit. it's that restaurant its food is nice.)

As far as these sentences are concerned *ñĕ* and *diĕ* may be substituted for one another without difficulty or a change in meaning. Thus one may say: *makannan ñĕ taq-brapĕ bagos* and *kĕday itu lah makannan diĕ sĕdap.*

Note 8A.8. *jangan.*

The word *jangan* is used as the negative in a command, as in the sentence:

jangan taroq mĕntegĕ. 'Don't put [any] butter [on].

4. Exercise

Here are ten pairs of sentences. If you will read over the two sentences of any one pair, you will see that there is a certain noun which appears in both of them. Your problem is to combine the two sentences of each pair into one, in such a way as to use the noun only once. To do this, you will have to use a *yang*-word-group after the noun. For instance, suppose you had the following pair of sentences:

a. *sayĕ tinggal di otel.*
b. *otel itu di dĕpan padang.*

Notice that the noun *otel* appears in both sentences. To combine these sentences into one you use a *yang*-word-group to give the following sentence:

sayĕ tinggal di otel yang di dĕpan padang.

Construct such combined sentences for each pair in the following list.

1. a. *sayĕ naq bĕjalanjalan di padang.*
b. *padang itu dĕkat dari sini.*
2. a. *sayĕ baru jumpĕ kawan sayĕ.*
b. *kawan sayĕ miseh skolah.*
3. a. *sayĕ tau di manĕ adĕ kĕday-kaen-baju.*
b. *kĕday-kaen-baju itu bĕsar.*
4. a. *sayĕ sukĕ makan di kĕday-nasiq.*
b. *kĕday-nasiq itu dĕkat dari otel.*
5. a. *di sempang sanĕ adĕ satu kĕday.*
b. *kĕday itu jwal spatu.*
6. a. *sayĕ bli tigĕ lay kmejĕ dan duĕ pasang spatu.*
b. *kmejĕ itu murah.*
7. a. *dĕkat stesen-kretĕ-api adĕ kĕday-makan.*
b. *kĕday-makan itu makannan ñĕ sĕdap.*
8. a. *abang sayĕ skolah skarang.*
b. *abang sayĕ krĕjĕ dulu.*
9. a. *itu kawan sayĕ.*
b. *kawan sayĕ namĕ diĕ wĕlyam.*
10. a. *tolong kasi samĕ sayĕ tigĕ lay kmejĕ.*
b. *kmejĕ itu puteh.*

5. Check-Up and Review

Section B

1. Basic Sentences

ENGLISH EQUIVALENTS	MALAY
Record 15B, after 1st spiral.	
knife	*pisaw*
spoon	*sudu*
1. Where are my knife and spoon, please?	*manĕ diĕ pisaw dĕngan sudu sayĕ ĕncheq?*
forget	*lupĕ*
bring	*bawaq*
2. I'm sorry. I forgot to bring [them] before.	*mahap sajĕ. sayĕ lupĕ bawaq tadi.*
fork	*garpu*
dirty	*kotor*
3. This fork of mine is dirty, [I'm afraid].	*garpu sayĕ ni kotor, ĕncheq.*
clean	*bĕrseh*
different	*laen*
4. Can you give [me] another one, a clean one?	*boleh kè kasi yang laen, yang bĕrseh?*
later	*nanti*
get for someone else	*ambeqkan*
5. Yes [I] can. I'll go get [one] for [you].	*yĕ, boleh. nanti sayĕ pĕgi ambeqkan.*
Record 16A, beginning.	
Points to salt:	
6. Beg your pardon. What does a Malay call this? (lit. say this)	*mahap sajĕ. apĕ orang-mlayu bilang ini?*
salt	*garam*
7. A Malay calls that *garam*.	*itu orang-mlayu bilang "garam."*
Makes a motion of passing something:	
do	*biken*
like this	*bĕgini*
8. How do you say this in Malay?	*apĕ-macham orang-mlayu bilang biken bĕgini?*
to hand over, pass	*unjoqkan*
9. A Malay calls that *unjoqkan*.	*itu orang-mlayu bilang, "unjoqkan."*

10. Would this be right in Malay for: "Please pass the salt?" (lit. can you say [it] like this in Malay: "Please pass the salt?")	*boleh kĕ bilang bĕgini dalam bahsĕ-mlayu, "tolong unjoqkan garam itu?"*
11. Yes. That's the way Malays say it. (lit. it's that way that Malays say it.)	*yĕ. bĕgitu lah yang orang-mlayu bilang.*
12. Are you going to eat anything else?	*ĕncheq naq makan yang-laenlaen lagi kĕl?**
various kinds of cakes	*kwehkweh*
various kinds of fruits	*bwahbwah*
13. Are there any cakes or (even) fruits?	*adĕ kĕ kwehkweh ataw pon bwahbwah?*
14. Yes (there are).	*yĕ, adĕ.*
one round object (measure for fruits)	*sbijiq*
banana	*pisang*
a slice *or* a cut	*spotong*
a special kind of layer cake	*kweh-lapes*
15. I want a banana with a slice of layer cake.	*sayĕ mau sbijiq pisang dĕngan spotong kweh-lapes.*
a cup	*schawan*
coffee and cream	*kopi-susu*
16. Please give [me] a cup of coffee and cream.	*tolong kasi schawan kopi-susu.*
pineapple	*nĕnas*
tumbler	*glas*
ice (lit. stone-water)	*aer-batu*
17. Please give me a slice of pineapple and a glass of ice.	*tolong kas samĕ sayĕ spotong nĕnas, dĕngan sĕglas aer-batu.*
cigar	*chrot*
18. Oh yes; bring a cigar too.	*o yĕ, bawaq skali satu batang chrot.*
sugar	*gulĕ*

* Ignore the first repetition.

19. Where is the sugar; I don't see [it]. *manĕ gulĕ, sayĕ taq nampaq?*

Record 16B, beginning.

20. Later, when the waiter comes, ask him [for it]. waiter *tukang-playan*; *nanti bilĕ tukang-playan datang, mintaq lah samĕ dič.*

More things to eat:

tea	*teh*
black pepper	*ladĕ-itam*
black coffee	*kopi-o*
orange (lit. sweet-lemon-fruit)	*bwah-limaw-manes*
grapes	*bwah-anggor*
soup	*sop*

2. Practice and Review

3. Commentary

Note 8B.1. *manĕ* 'where?'

(a) *manĕ dič pisaw sayĕ?* 'Where's my knife?'
(b) *manĕ gulĕ?* 'Where's the sugar?'

The interrogative word *manĕ* is used without a preposition as here with the meaning 'Where?' This way of asking 'Where?' implies that the object is not in its proper place or that it is not in the place you had expected to find it.

Note 8B.2. New measures.

bijiq 'seed' is used as a measure with all fruits.
potong 'cut' is used as a measure with things like cake that are cut for serving. Note, however, that for *roti* 'bread' the measure is *kĕpeng*.
glas 'tumbler' is a measure in Malay for liquids served in tumblers. The word *glas* is never used for the material 'glass,' but is the word for 'tumbler.'
chawan 'cup' is a measure for liquids usually served in cups like coffee and tea.

Note 8B.3. *mintaq* 'ask for something.'

Notice that the verb *mintaq* 'ask for' is used in a way that is exactly parallel to the way the word *kasi* 'give' is used. Thus:

kasi lah samĕ dič 'give it to him.'
mintaq lah samĕ dič 'ask him for it'

Note also that the word used in the meaning 'ask a question' is *tañĕ* as in:

boleh kĕ sayĕ tompang tañĕ? 'May I ask a question?'

Note 8B.4. *nampaq* and *tengoq*.

The word *nampaq* has the meaning 'appear, be visible' in the following sentences:

taq nampaq mat'ari. 'The sun (did not appear) was not out.'
mat'ari sudah nampaq. 'The sun is out (has appeared).'

On the other hand, the word *nampaq* means 'see' if just seeing something or catching sight of something is implied. The following sentences illustrate the uses of *nampaq*:

sayĕ taq nampaq dič sudah lamĕ. 'I haven't seen (caught sight of) him for a long time.'
dič taq bleh nampaq. 'He can't see.' because he's blind *or* 'He can't see it.' because something is in the way.

On the other hand the word *tengoq* means 'look at, see with attention.' We have had the following sentences:

tengoq lah. 'Look,' 'Look at it.'
kit'orang naq pĕgi tengoq wayang. 'We're going to see a movie.'
sayĕ naq tengoqtengoq sajĕ. 'I just want to look around.'

A sentence which illustrates the use of both of these words is the following:

ĕncheq nampaq apĕ yang sayĕ tengoq? 'Do you see (lit. catch sight of) what I see (am looking at)?'

4. Exercise

Here are six questions, each one followed by five statements. In each group of statements, there are several that could be used in answer to the question and several that could not. Pick out the sensible

answers to each question. For the statements that are left over, make up questions to which they could be used as reasonable answers.

1. *di manĕ ĕncheq naq pĕgi makan?*
- a. *sayĕ naq makan di rumah.*
- b. *sayĕ tidor di rumah kakaq sayĕ.*
- c. *sayĕ naq makan di otel.*
- d. *sayĕ krĕjĕ di kĕday-nasiq.*
- e. *sayĕ naq makan di kĕday-makan.*

2. *apĕ yang ĕncheq naq makan?*
- a. *bagi sayĕ spinggan nasiq-puteh.*
- b. *tolong kasi samĕ sayĕ dageng-lĕmbu-panggang dĕngan sayor.*
- c. *tolong kasi samĕ sayĕ spasang stoken yang itam dan satu pasang yang kuneng.*
- d. *smuĕ tigĕ ringget lapan-ploh sen.*
- e. *sayĕ mau sbijiq pisang dĕngan spotong kweh-lapes.*

3. *apĕ ĕncheq biken malam-tadi?*
- a. *sayĕ pĕgi tengoq wayang-gambar.*
- b. *sayĕ krĕjĕ di padang.*
- c. *sayĕ makan di posopes.*
- d. *sayĕ pĕgi k rumah abang sayĕ.*
- e. *sayĕ pĕgi bĕjalanjalan di padang.*

4. *manĕ diĕ garpu sayĕ ĕncheq?*
- a. *mahap sajĕ. sayĕ lupĕ bawaq tadi.*
- b. *itu diĕ dĕkat glas-susu.*
- c. *itu diĕ di tĕmpat-tidor.*
- d. *adĕ di bawah almari-kaen-baju.*
- e. *mahap sajĕ. nanti sayĕ pĕgi ambeqkan.*

5. *apĕ yang ĕncheq minom pagi-tadi?*
- a. *sayĕ makan skĕpeng roti sajĕ.*
- b. *sayĕ bĕjalanjalan di stesen-kretĕ-api.*
- c. *sayĕ minom duĕ glas susu.*
- d. *sayĕ minom schawan teh.*
- e. *sayĕ minom duĕ chawan kopi-o.*

6. *ĕncheq datang dari manĕ?*
- a. *sayĕ baru baleq krĕjĕ.*
- b. *sayĕ datang dari tanah-englan.*
- c. *sayĕ naq pĕgi jumpĕ kawan sayĕ skarang.*
- d. *sayĕ lupĕ bawaq tadi.*
- e. *itu orang-mlayu bilang "dudoq."*

Pick out the Malay sentence in each group that fits the situation given in English.

1. I never eat in the restaurant. I always eat at home.
- a. *sayĕ taq-pĕrnah makan di kĕday-makan. sayĕ slalu makan di rumah.*

b. *sayĕ taq-pĕrnah tidor di kĕday-makan. sayĕ tidor di otel.*

c. *sayĕ taq-pĕrnah makan di kĕday-makan. sayĕ slalu makan di posopes.*

2. I like to eat roast beef with fish curry.

a. *sayĕ sukĕ makan ikan-goreng dĕngan kari-ikan.*

b. *sayĕ sukĕ makan dageng-lĕmbu-panggang dĕngan kari-ikan.*

c. *sayĕ sukĕ makan kari-ikan di kĕday-makan.*

3. Isn't there a restaurant three or four streets from here?

a. *adĕ kĕ kĕday-nasiq yang dĕkat dari sini?*

b. *kĕday-makan itu chumĕ tigĕ lorong dari sini.*

c. *bukan kĕ adĕ kĕday-nasiq tigĕ-ĕmpat lorong dari sini?*

4. Please give me a cup of tea and a cigar.

a. *tolong kasi samĕ sayĕ schawan teh dĕngan satu batang chĕrot.*

b. *tolong bagi sayĕ schawan kopi-o dĕngan sĕbatang rokoq.*

c. *tolong bagi samĕ sayĕ sĕbatang chĕrot dĕngan sĕglas susu.*

5. How much is it altogether, sir?

a. *brapĕ smuĕ skali ĕncheq?*

b. *brapĕ argĕ ñĕ yang-laenlaen barang itu?*

c. *brapĕ argĕ ñĕ schawan kopi itu?*

You have learned the use of *jangan* as the negative in a command. Translate the following sentences using *jangan*:

1. Don't sit there!

2. Don't go there tonight!

3. Don't smoke cigarettes here!

4. Don't give him matches!

5. Don't buy cigarettes! I have cigarettes.

5. Check-Up and Review

Section C

1. Check-Up

2. Listening In

Record 16B, after 1st spiral.

Conversation 1. The waiter comes up to the table where Mahmot and John are sitting:

tukang-playan: *apĕ yang ĕncheq-ĕncheq naq makan?*
mahmot: *tolong bagi duĕ pinggan nasiq.*
tukang-playan: *laoq apĕ ĕncheq ĕndaq?*
mahmot: *adĕ kĕ dageng-panggang?*
tukang-playan: *yĕ, adĕ.*
mahmot: *tolong bagi lah duĕ dageng-panggang. adĕ kĕ kari-ikan?*
tukang-playan: *yĕ, adĕ.*

(Aside to John:)

mahmot: *apĕ-macham ĕncheq-jon. ĕncheq-jon sukĕ makan kari-ikan?*
jon: *tidaq. sayĕ taq sukĕ.*
mahmot: *ĕncheq sukĕ kĕ makan ikan-goreng?*
jon: *yĕ. kalaw ikan-goreng, sayĕ sukĕ.*

(To the waiter:)

mahmot: *tolong kasi satu kari-ikan dan satu ikan-goreng.*
o yĕ. jangan lupĕ! tolong kasi sayor jugĕ.
tukang-playan: *baeq lah. itu sajĕ kĕ ĕncheq?*
mahmot: *yĕ, itu sajĕ.*
o sayĕ lupĕ. tolong kasi duĕ-tigĕ kĕpeng roti.
tukang-playan: *ĕncheq mau mĕntegĕ jugĕ kĕ?*
mahmot: *yĕ, tolong lah!*
tukang-playan: *baeq lah.*

Record 16B, after 2nd spiral.

Conversation 2. They are eating.

mahmot: *am-macham rasĕ ñĕ, sĕdap kĕ makannan ini?*

jon: *o yĕ, chukop sĕdap.*
kalaw sayĕ tau makannan di sini sĕdap macham ini, slalu sayĕ makan di sini.
mahmot: apĕ yang ĕncheq naq minom, kopi-susu kĕ, kopi-o, susu atau teh?
jon: *o sayĕ mau minom kopi-o.*
apĕ yang ĕncheq-mahmot naq minom?
mahmot: sayĕ sukĕ minom teh.
apĕ ĕncheq-jon naq makan lagi, kweh-kweh kĕ, bwah-bwah?
jon: *kalaw adĕ, sayĕ naq makan bwah-anggor.*
kalaw taq adĕ, sayĕ naq makan nĕnas.
ini diĕ tukang-playan. mintaq lah samĕ diĕ.

Record 16B, after 3rd spiral.

Conversation 3. The waiter comes up again.

tukang-playan: apĕ yang ĕncheq-ĕncheq naq minom?
mahmot: *tolong bagi kitĕ schawan kopi-o dan satu chawan teh.*
tolong bagi jugĕ bwah-anggor dan spotong kweh.
tukang-playan: mahap sajĕ ĕncheq. taq adĕ bwah-anggor.
mahmot: *bwah-bwah apĕ yang ĕncheq adĕ?*
tukang-playan: limaw-manes, nĕnas, dan pisang.
mahmot: *tolong kas samĕ sayĕ spotong nĕnas.*

3. Conversation

1. Go into a restaurant and order a complete meal for two. (The other group member takes the part of the waiter.)

2. Tell someone what the Malays eat.

3. Discuss your likes and dislikes as regards food: Do you like to eat meat? What sort of meat? What do you like to drink best? etc.

4. You and your friend are eating at a restaurant, and are talking about the places you have eaten and why (fish is good, coffee is good etc.). Interrupt the conversation to ask for the salt, the sugar, etc., or to order something from the waiter.

5. You are looking for a good restaurant. You ask a stranger whether it is in the hotel, near the station, across the street, or elsewhere.

6. You are near the end of your meal and you are trying to decide what fruit to take. You ask the waiter what there is and make your decision. You also ask for another cup of coffee before you leave.

A PLACE TO LIVE

SECTION A

1. Basic Sentences

ENGLISH EQUIVALENTS	MALAY
Record 17A, beginning.	
landlord (lit. house-master)	*twan-rumah*
1. I beg your pardon. Are you the landlord?	*mahap sajĕ. ĕncheq ni twan-rumah kĕ?*
2. Yes, I'm the landlord.	*yĕ. sayĕ twan-rumah.*
vacant *or* empty	*kosong*
3. Do you have any vacant rooms?	*ĕncheq adĕ kĕ bileq yang kosong?*
4. Yes; I have.	*yĕ, adĕ.*
be two in number	*bĕduĕ*
rent	*sewĕ*
5. Can two of us rent one room? (lit. I am two; can rent one room?)	*sayĕ bĕduĕ, boleh kĕ sewĕ satu bileq?*
6. Sorry but you can't.	*mahap sajĕ. taq boleh ĕncheq.*
7. I have rooms, [but] only single rooms. (lit. only ones that are one person per room)	*say adĕ bileq, chumĕ yang satu orang satu bileq sajĕ.*
8. Don't you have any rooms that can accommodate two people? (lit. one room)	*taq adĕ kĕ bileq yang boleh tinggal duĕ orang satu bileq?*
9. No. If [I] had I'd give [it to you].	*taq adĕ. kalaw adĕ, sayĕ kasi.*
10. If you want to rent a room there's a hotel near (from) here.	*kalaw ĕncheq-ĕncheq naq sewĕ bileq, adĕ otel dĕkat dari sini.*
rooming-house	*rumah-sewĕ*

11. And next to the hotel is a rooming-house, too. — *dan di sĕblah otel itu, adĕ rumah-sewĕ jugĕ*

They enter the hotel:

control — *kwasĕ*

12. Beg your pardon. Are you in charge here? — *mahap sajĕ ĕncheq. ĕncheq kĕ yang kwasĕ di sini?*

wish — *ajat*

13. Yes. What can I do for you? (lit. What is your wish?) — *yĕ, apĕ ajat ĕncheq?*

14. I'd like (lit. my wish is) to rent a room. — *ajat sayĕ naq sewĕ bileq.*

15. Would you like a double room (i.e. a room that is two to a room)? — *ĕncheq ĕndaq bileq yang bĕduĕ satu bileq?*

a week — *sminggu*

16. Yes, how much is the rent [for] a week (for that room)? — *yĕ, brapĕ sewĕ ñĕ sminggu bileq itu?*

17. Oh rather low; five dollars a week. — *o murah sajĕ. limĕ ringget sminggu.*

take — *ambeq*

18. All right; I'll take it (that room). — *baeq lah. saya ambeq bileq itu.*

ascend (to) upstairs (upward) — *naeq k ratas*

19. Let's go upstairs. I'll show you the room. — *mari lah naeq k ratas, sayĕ tunjoqkan bileq itu.*

2. Practice and Review

3. Commentary

Note 9A.1. A new measure.

The word *sminggu* 'a week' shows that *minggu* 'week' is a measure. It is one of those measures that are frequently used without mentioning what they are a measure for. In the case of *minggu* the thing measured is, of course, something like 'length of time.'

Note 9A.2. *bĕd·ĕ* 'be two in number.'

The prefix *bĕ-*, *b-* is added to numbers to make verbs.

The word *běduě* 'be two in number' is an example of this. From the words *tigě* '3,' *ěmpat* '4,' and *limě* '5' similar words are derived:

bětigě 'be three in number.'
brěmpat 'be four in number.'
blimě 'be five in number.'

Notice that the prefix has the form *br-* before a word beginning with a vowel.

Note 9A.3. Special meanings of *satu* 'one' and *sě* (*s-*) 'one or a.'

limě ringget sminggu 'five dollars a week.'

The English translation could also be 'five dollars per week.' The following word-groups are similar to the one above, though *satu* is used instead of the prefix:

satu orang satu bileq 'One person per room,' 'one person to a room.'
duě orang satu bileq 'two men to a (*or* per) room.'
běduě satu bileq 'be two to a (*or* per) room.'

On the above word-groups the following *yang*-word-groups are based:

(*bileq*) *yang satu orang satu bileq* 'a single room' (i.e. [rooms] that are one man to a room).'
bileq yang boleh tinggal duě orang satu bileq 'a double room' (i.e. 'rooms that can accommodate two men per room').
bileq yang běduě satu bileq 'a double room' (i.e. 'rooms that are two [persons] to a room').

Note 9A.4. The question-particle *kě*: a résumé.

In the following discussion all the *Basic Sentences* thus far that contain *kě* will be reviewed and classified.

Point 1: In asking questions which present alternatives, *kě* follows the first of the alternatives. Notice that the word or word-group which follows *kě* may be paralleled with the word or word-group preceding *kě*. Nearly always the two word-groups can be made to trade places without affecting the meaning of the sentence:

si daot tu myagě kě běkěbon? 'Is David a businessman or a farmer?'

(One may also say with the same meaning, *si daot tu běkěbon kě myagě?*)

ěncheq ni krějě di bandar kě krějě di kěbon? 'Do you work in the city or in the country?'

anaq-jantan kĕ anaq-prĕmpwan? '[Is it] a son or a daughter?'

Point 2: Any question with *kĕ* in it may begin with *apĕ-macham* 'How [about]?':

apĕ-macham bileq diĕ itu, bĕsar kĕ kĕchiq? 'How about that room of his, is it large or small?'

Point 3: In equational sentences (review Note 2B.6) in the form of a question, *kĕ* is placed after the word or word-group which contains the main point of the question. As you know, *kĕ* may be omitted (see Note 3A.5). When it is present, it emphasizes the preceding word or word-group. In the following sentences, the second part contains the matter about which the questioner is in doubt.

cheq-smet ni orang-inggres kĕ? 'Are you an Englishman, Mr. Smith?'
ĕncheq ni twan-rumah kĕ? 'Are you the landlord?'

On the other hand, the first word or word-group of the next three sentences contains the matter about which the questioner is in doubt:

ini kĕ diĕ di tĕpi mejĕ? 'Is this it at the edge of the table?'
ĕncheq kĕ manĕ ñĕ cheq-mahmot? 'Are you the one named Mahmot?'
ĕncheq kĕ yang kwasĕ di sini? 'Are you the one in charge here?'

Point 4: In questions which are not equational sentences, *kĕ* follows the main verb. As you know, *kĕ* may be omitted. Since most of the sentences with *kĕ* are of this type, they have been further subdivided to bring similar sentences together.

Group 1. The verb is first in the sentence.

adĕ kĕ manches skali dalam kotaq-tmakaw ini? 'Are there matches too in this tobacco-box?'
adĕ kĕ yang murah dari-padĕ itu? 'Are there any a little cheaper than that?'
taq adĕ kĕ bileq yang boleh tinggal duĕ orang satu bileq? 'Aren't there any rooms that can accommodate two men per room?'
adĕ kĕ kwehkweh ataw pon bwahbwah? 'Are there any cakes or fruits?
boleh kĕ kurang siket? 'Can (you make it be) a little less?'
boleh kĕ bilang bĕgini dalam bahsĕ-mlayu? 'Can [you] say this (way) in Malay?'

boleh kĕ sayĕ tompang tañĕ? 'May I ask a question?'
bukan kĕ adĕ kĕday-makan duĕ-tigĕ lorong dari sini? 'Isn't there a restaurant two or three blocks from here?'

Group 2. The verb is preceded by a pronoun or noun, which may have modifiers:

ĕncheq knal kĕ samĕ cheq-majet? 'Are you acquainted with Mr. Majet?'
ĕncheq rĕti kĕ bahsĕ-mlayu? 'Do you understand Malay?'
ĕncheq adĕ kĕ bileq yang kosong? 'Do you have an empty room?'
rumah si daot tu jaoh kĕ dari sini? 'Is that house of David's far from here?'
ĕncheq tau kĕ di manĕ kĕday-kaen-baju yang bagos? 'Do you know where there is a good clothing store?'
ĕncheq sukĕ kĕ tinggal di otel itu? 'Do you like living at that hotel?'
di-orang tau kĕ chakap mlayu? 'Do they know how to speak Malay?'
ĕncheq adĕ kĕ dĕngar si daot sudah pindah? 'Have you heard that David has moved?'

Group 3. If the verb is followed by an unmodified noun, *kĕ* may follow the noun:

ĕncheq adĕ rokoq kĕ? 'Do you have any cigarettes?'
ĕncheq adĕ anaq kĕ? 'Do you have any children?'
kawankawan ĕncheq tu smuĕ jadi sojar kĕ? 'Are all those friends of yours soldiers?'

Group 4. When *adĕ* is followed by another verb, *kĕ* may follow the second verb:

adĕ ujan kĕ? 'Did it rain?'
ĕncheq adĕ dĕngar kĕ si daot sudah pindah? 'Have you heard that David has moved?

and if the second verb is followed by an unmodified noun, *kĕ* follows the noun:

adĕ jwal spatu kĕ di sini? 'Are shoes sold here?'

Group 5. Certain modifiers of the verb precede the verb without affecting the position of *kĕ*. The words *sudah* 'already' and *miseh* 'still' are of this type:

sudah bĕsar kĕ? 'Is [she] grown up?'
ĕncheq sudah kawen kĕ? 'Are you married?'

For an example of *miseh*, see Group 6.

Group 6. The verb may have a following modifier like *jugĕ* 'likewise,' *lagi* 'more,' or *slalu* 'always'; then *kĕ* follows the modifier:

kawan ĕncheq sudah kawen jugĕ kĕ? 'Is your friend married too?'

anaq ĕncheq miseh skolah lagi kĕ? 'Is your child still going to school?'

apĕ-macham, adĕ angen jugĕ kĕ? 'How about it, was it windy too?'

bilĕ musem-ujan itu, ujan slalu kĕ? 'During the rainy season, does it rain all the time?'

Group 7. One of the modifiers in Group 6 follows a fixed *yang*-word-group, as in the sentence:

ĕncheq naq makan yang-laenlaen lagi kĕ? 'Do you wish to eat anything else?'

Point 5: In a sentence containing two verbs, *kĕ* may be after the second verb:

ĕncheq piker, panas kĕ besoq? 'Do you think it'll be hot tomorrow? (*or* Do you have an opinion whether it will be hot tomorrow?)

ĕncheq piker, malam ini ujan lagi kĕ? 'Do you think it will rain any more tonight?' (*or* Do you have an opinion whether it will rain any more tonight?)

sayĕ bĕduĕ, boleh kĕ sewĕ satu bileq? 'Can I and my friend rent one room?' (*lit.* I being two can rent one room?)

Point 6: The particle *kĕ* comes after *yĕ*: *yĕ kĕ?* 'Yes?' *or* 'Is that so?'

4. Exercise

After rereading Note 9A.4, you are to add the question particle *kĕ* after the proper word in each sentence:

Thus: *ĕncheq ni twan-rumah?*
becomes: *ĕncheq ni twan-rumah kĕ?*

1. *adĕ rumah-sewĕ dĕkat dari sini?*
2. *taq adĕ stoken yang bagos siket dari-padĕ itu?*
3. *boleh sayĕ pĕgi k stesen-kretĕ-api samĕsamĕ ĕncheq?*
4. *ĕncheq-daot, adĕ otel yang dĕkat rumah ĕncheq?*
5. *yurop-otel itu jaoh dari sini?*
6. *ĕncheq sukĕ tinggal di kampong?*

7. *ĕncheq tau di manĕ adĕ kĕday-spatu yang dĕkat dari sini?*
8. *di-orang tu smuĕ jadi tukang-playan?*
9. *adĕ jual singlet di situ?*
10. *adeq ĕncheq miseh skolah lagi?*
11. *apĕ-macham, miseh adĕ ujan lagi?*
12. *ĕncheq piker, panas malam ini?*

Choose one Malay sentence to fit each of the English statements.

1. The rooming house is on the right, in front of the railroad station.
   a. *rumah-sewĕ adĕ di sĕblah-kiri stesen-kretĕ-api.*
   b. *otel adĕ di dĕpan stesen-kretĕ-api di sĕblah-kanan.*
   c. *rumah-sewĕ adĕ di sĕblah-kanan di dĕpan stesen-kretĕ-api.*
2. Do you like a single room or a double room?
   a. *ĕncheq ĕndaq bileq yang satu orang satu bileq kĕ ataw yang bĕduĕ satu bileq?*
   b. *ĕncheq ĕndaq bileq yang boleh tinggal duĕ orang satu bileq kĕ ataw yang boleh tinggal tigĕ orang satu bileq?*
   c. *ĕncheq ĕndaq bileq yang bĕduĕ satu bileq ataw yang bĕtigĕ satu bileq?*
3. I want a single room.
   a. *say ĕndaq bileq yang boleh tinggal duĕ orang satu bileq.*
   b. *say ĕndaq yang satu orang satu bileq.*
   c. *say ĕndaq bileq yang satu orang duĕ bileq.*
4. How much is the monthly rent for that room?
   a. *brapĕ sewĕ ñĕ sĕbulan bileq itu?*
   b. *brapĕ sewĕ ñĕ sĕbulan duĕ bileq itu?*
   c. *brapĕ sewĕ ñĕ sĕbulan kĕday itu?*
5. That's very expensive sir. Can't you make it a little less?
   a. *mahal sangat. taq boleh ambeq bileq itu.*
   b. *o itu murah sajĕ. baq lah sayĕ ambeq.*
   c. *mahal sangat ĕncheq. taq boleh kĕ kurang siket?*

5. Check-Up and Review

SECTION B

1. Basic Sentences

Record 17B, beginning.

ENGLISH EQUIVALENTS	MALAY
1. Where is the room; (in the) back or (in the) front?	*bileq itu di manĕ, di blakang kĕ di dĕpan?*
middle	*tĕngah*
2. The room's in the middle.	*bileq itu di tĕngah.*
noise (*or* noisy)	*biseng*
nights	*malammalam*
3. Is it noisy here nights?	*biseng kĕ malammalam di sini?*
quiet	*sĕñap*
4. No, it's rather quiet.	*tidaq. sĕñap sajĕ.*
5. Here's the room (of it).	*ini lah bileq ñĕ.*
wait	*tunggu*
put in operation	*pasang*
light	*lampu*
6. Wait a minute. I'll put on the light and open the window.	*tunggu skĕjap. sayĕ pasang lampu dan bukaq jĕndelĕ.*
bathroom	*bileq-mandi*
7. Where's the bathroom (of it) around here, sir?	*di manĕ bileq-mandi ñĕ di sini ĕncheq?*
end	*ujong*
hall *or* passageway	*lorong*
8. That's at the end of the hall.	*itu diĕ di ujong lorong itu.*
key (lit. lock-child)	*anaq-konchi*
9. Here's the key [to] the room.	*ini lah anaq-konchi bileq ini.*
get up	*bangon*
10. What time are you going to get up tomorrow morning?	*pukol brapĕ ĕncheq-ĕncheq naq bangon besoq pagi?*
11. We're going to get up at eight o'clock (in the morning).	*kitĕ naq bangon pukol lapan pagi.*
early in the morning	*pagipagi*
12. Why are you going to get up so (very) early (in the morning)?	*knapĕ pagipagi sangat ĕncheq-ĕncheq naq bangon?*
call on the telephone	*pukol talipon*

(lit. strike telephone)

13. Oh, we're going to call a friend of ours (on the telephone). *o kitĕ naq pukol talipon dĕngan kawan kitĕ.*
14. All right. See [you] later. *baeq lah. nanti jumpĕ lagi.*

Henry *énri*

15. What are you going to do, Henry? *apĕ yang cheq-énri naq biken?*
write *tules*
letter *surat*
16. I'm going to write a letter. *sayĕ naq tules surat.*
paper *kĕrtas*
writing paper *kĕrtas-tules*
17. Do you (Edward) think there's any writing paper around here? *cheq-edwĕt piker, adĕ kĕ kĕrtas-tules di sini?*

Record 18A, beginning.

drawer *lachi*
desk *mejĕ-tules*
18. Take a look in that desk drawer. *chubĕ lah tengoq dalam lachi mejĕ-tules itu.*
borrow *pinjam*
fountain pen *ponteng-pen*
19. Edward, can I borrow your fountain pen? *boleh kĕ sayĕ pinjam ponteng-pen cheq-edwĕt?*
20. I'm sorry. I can't lend (lit. give borrow) [it to you]. *mahap sajĕ. sayĕ taq boleh kasi pinjam.*
out of commission *rosaq*
21. My fountain pen's broken. *ponteng-pen sayĕ sudah rosaq.*

pencil *pengsel*

22. I have a pencil, if you want it. *pengsel say adĕ, kalaw ĕncheq mau.*
23. Even a pencil will do. Please give it to me. *pengsel pon taq apĕ lah. tolong kas samĕ sayĕ.*
24. Beg your pardon Edward, what day is it? *mahap sajĕ cheq-edwĕt. ari ini ari apĕ?*
Monday *ari-snen*
Tuesday *ari-slasĕ*
Wednesday *ari-rabu*
Thursday *ari-kames*
Friday *ari-jĕmahat*
Saturday *ari-saptu*
Sunday *ari-ahat*
or *ari-minggu*
25. Today is Monday. *ari ini ari-snen.*
date *ari-bulan*

26. What's the date today? *brapĕ ari-bulan ini ari?*
27. Today is the third of October. *ini ari tigĕ ari-bulan bulan-ɔktobar.*
ready *syap*
28. Henry, are you ready to go downstairs? *cheq-énri sudah syap naq turon kĕ bawah?*
shut (close) *tutop*
put out (extinguish) *padamkan*
29. Yes; but I want to close the window and turn out the light first. *yĕ. tapi sayĕ naq tutop jĕndelĕ, dan padamkan lampu dulu.*

2. Practice and Review

Hints on Pronunciation

The letter *é* stands for a sound which occurs in only a few words in Malay, nearly all of them borrowed from English. This sound is between the 'a' of English 'bank' and the 'e' of English 'bench.'

PRACTICE 9B.1

Record 18A, after 1st spiral.

béng ..... bank
énri ..... Henry
séptembar ..... September

Not all Malays will use this sound. Many Malays will say *e* where the speaker on the record says *é*. Either pronunciation is all right. Imitate the pronunciation of your Guide.

3. Commentary

Note 9B.1. Sentences with and without *adĕ*.

We have already seen sentences like the following:

(1) *bileq itu di manĕ?* 'Where is that room?'
(2) *bileq itu di tĕngah.* 'The room is in the middle.'
(3) *bileq itu adĕ di manĕ?* 'Where is that room?'
(4) *bileq itu adĕ di tĕngah.* 'The room is in the middle.'

There is little difference in meaning between sentences (1) and (3), or between (2) and (4). Whenever *adĕ* is followed by a prepositional phrase, it is nearly always possible to make up another sentence without *adĕ* that means about the same thing.

Note 9B.2. More on doubled words.

The word *malammalam* 'nights' (doubling of *malam* 'night') usually means something like 'regularly *or* frequently at night, of nights.'

Note that *pagipagi* means 'early in the morning.'

Note also the relationship between the localizer *tĕngah* 'middle' and its doubled form *tĕngahtĕngah* 'center.'

Note 9B.3. More on localizers.

The following localizers have occurred without a following noun in the Basic Sentences.

di blakang 'in the back, in the rear.'
di dĕpan 'in front, ahead.'
di tĕngah 'in the middle.'
k ratas 'upstairs, upward.'
kĕ bawah 'downstairs, downward.'

Note that *kĕ* + *atas* is *k ratas*. The word-groups *k ratas* and *kĕ bawah* refer to motion upward and downward. Malay uses the following sentences under different circumstances:

di adĕ di atas. 'He is upstairs.'
di adĕ di bawah. 'He is downstairs.'

Note 9B.4. Names of the days of the week.

There are two sets of names for days of the week in current use in Malaya. The ones given in the Basic Sentences with the exception of *ari-minggu* 'Sunday' are used in the villages of Malaya and in the East Indies. The following list is in use in Singapore and other large cities of Malaya.

ari-satu	'Monday'
ari-duĕ	'Tuesday'
ari-tigĕ	'Wednesday'
ari-ĕmpat	'Thursday'
ari-limĕ	'Friday'
ari-nam	'Saturday'
ari-minggu	'Sunday'

The names above constitute a full set. That is, people who say *ari-satu*, etc., will say *ari-minggu* for

'Sunday.' On the other hand, people who say *ari-snen* will usually say *ari ahat* for 'Sunday.'

Monday is not only the first day of the week by name, but is also the day that Malays begin with in naming the days of the week.

Note 9B.5. The Malay calendar.

The Malays use a lunar calendar of twelve months with thirty days to the month. The year, therefore, has 360 days and consequently bears no consistent relation to the beginning of the seasons. The importance of the calendar is, therefore, mainly religious and for this reason the names of the Malay months have been omitted. Malays in the cities and the larger towns are familiar with our calendar.

4. Exercise

Answer the following questions after rereading Note 9B.4 and the Basic Sentences of 9B.

1. *ari apĕ smalam?*
2. *bukan kĕ ari ini ari-rabu?*
3. *bukan kĕ smalam ari minggu?*
4. *besoq ari apĕ?*
5. *ini ari ari apĕ?*
6. *brapĕ ari bulan ini ari?*
7. *bukan kĕ smalam tigĕ ari bulan?*
8. *brapĕ ari bulan besoq?*
9. *ini bulan apĕ?*
10. *ari ini brapĕ ari-bulan?*

Translate the following English sentences into Malay. It is advisable to refresh your recollection by rereading Note 9B.1.

1. Where is that store?
2. That store is in town.
3. Is the room to the back?
4. No, the room is to the front.
5. The hotel is on the right of the bank.
6. The house is in front of the bank.
7. The store is next to the post office

5. Check-Up and Review

Section C

1. Check-Up

2. Listening In

Record 18B, beginning.

Conversation 1. Smith arrives at a rooming-house and asks for a room.

smet: *apĕ kabar ĕncheq.*
twan-rumah: *kabar baeq.*
smet: *ĕncheq ini twan-rumah kĕ?*
sayĕ naq sewĕ bileq.
twan-rumah: *yĕ, sayĕ twan-rumah.*
adĕ duĕ bileq yang kosong di sini.
satu di atas, satu di bawah.
yang manĕ satu ĕncheq sukĕ? yang di atas ataw yang di bawah?
smet: *bileq yang di bawah itu, di dĕpan kĕ, di blakang?*
twan-rumah: *bileq yang di bawah itu, di sĕblah-blakang.*
smet: *an-macham bileq yang di atas itu, di blakang jugĕ kĕ?*
twan-rumah: *tidaq. bileq yang di atas itu, di sĕblah-dĕpan.*
smet: *baeq lah. chubĕ sayĕ tengoq bileq itu.*
twan-rumah: *mari lah naeq k ratas. sayĕ tunjoqkan.*
ini lah bileq ñĕ.
mahap sajĕ. sayĕ naq pasang lampu dul u.

(Mr. Smith hears a noise next door:)

smet: *apĕ yang biseng di bileq itu?*
twan-rumah: *o adĕ orang baru pindah tadi.*
smet: *taq adĕ biseng kĕ malammalam di sini?*
twan-rumah: *tidaq.*
smet: *brapĕ sewĕ ñĕ sĕbulan bileq ini ĕncheq?*
twan-rumah: *duĕ-ploh-limĕ ringget sĕbulan.*
smet: *o mahal sangat ĕncheq.*
boleh kĕ kurang siket ĕncheq?

twan-rumah: kalaw ĕncheq ĕndaq bileq yang murah, bileq yang di bawah itu murah siket.

smet: yĕ. tapi sayĕ taq brapĕ sukĕ bileq yang di bawah itu.

twan-rumah: lamĕ kĕ ĕncheq naq tinggal di sini?

smet: o sayĕ naq tinggal di sini dalam nam-tujoh bulan.

twan-rumah: kalaw bĕgitu, baeq lah ĕncheq. duĕ-puloh-tigĕ ringget sĕbulan, apĕ-macham?

smet: baeq lah. sayĕ ambeq bileq ini.

twan-rumah: adĕ bileq-mandi di sĕblah-kanan bileq ini.

ini lah diĕ anaq-konchi bileq ini.

smet: trimĕ-kaseh ĕncheq.

twan-rumah: bilĕ ĕncheq naq mulĕkan tinggal di sini?

smet: sayĕ naq mulĕkan tinggal di sini malam ini.

Record 18B, after 1st spiral.

Conversation 2. William and two friends are on a three day pass to Singapore. They go to a hotel and arrange for rooms.

wĕlyam: mahap sajĕ ĕncheq. ĕncheq kĕ yang kwasĕ di sini?

krani: yĕ. apĕ ajat ĕncheq?

wĕlyam: adĕ kĕ bileq yang kosong di sini?

krani: yĕ, adĕ.

bileq yang apĕ-macham ĕncheq ĕndaq? yang bĕduĕ satu bileq kĕ, ataw yang satu orang satu bileq?

wĕlyam: sayĕ bĕtigĕ boleh kĕ sewĕ satu bileq?

krani: mahap sajĕ, di sini taq boleh.

chumĕ yang boleh, duĕ orang satu bileq ataw satu orang satu bileq.

wĕlyam: baeq lah. kalaw bĕgitu, sayĕ maw ambeq duĕ bileq.

yang satu bileq satu orang, yang satu bileq duĕ orang.

3. Conversation

1. You're looking for a room in a boarding house. You stop by at one and talk to the landlord. He takes you upstairs, shows you a room. He also shows you the bathroom next door. Then you both go downstairs.

After asking the price, you say you'll take a room and move in tomorrow.

2. Discuss a mutual friend's quarters. (To the front, back, whether large or small, how much you think he pays rent, whether the room is upstairs or downstairs, whether to the front or to the back, where the various pieces of furniture are, etc.)

3. Three soldiers go to a boarding house, ask about the type of rooms available, ask the price of the rooms, and decide to take the three rooms.

4. Two sailors go to a hotel, ask to see a room, ask about the price, and decide to take the room.

5. A soldier asks about a room at a hotel, but decides to go to the boarding house near by because he wants a large room.

SPRUCING UP

SECTION A

1. Basic Sentences

ENGLISH EQUIVALENTS	MALAY
Record 19A, beginning.	
wife	*ahli*
1. What time's your wife getting here, Henry?	*pukol brapa ahli cheq-énri naq sampay di sini?*
2. Maybe at seven o'clock tonight (*lit.* night).	*barangkali pukol tujoh malam.*
one person	*sorang*
3. Is she coming alone?	*dië datang sorang sajĕ kĕ?*
wife	*bini*
4. No. She's coming with Mat's wife.	*tidaq. dië datang samˀ bini si mat.*
bathe	*mandi*
5. Henry, are you going to take a bath first?	*cheq-énri naq mandi dulu kĕ?*
6. No. I don't want to take a bath.	*tidaq. sayĕ taq naq mandi.**
wash	*chuchi*
face	*mukĕ*
hands	*tangan*
rub *or* polish	*gosoq*
teeth	*gigi*
7. I'm only going to wash [my] face [and] (wash) hands and brush [my] teeth.	*sayˀ chumĕ naq chuchi mukĕ, chuchi tangan, dan gosoq gigi sajĕ.*
put	*taroqkan*

* The first time *taq* is repeated.

tooth powder *or* tooth-paste	*podar-gigi*
8. Mr. Osman, where did you put the tooth-powder?	*di manĕ cheq-osman taroqkan podar-gigi?*
tooth brush	*bros-gigi*
sink *or* wash stand	*tĕmpat-chuchi-mukĕ*
9. I put it near the tooth-brushes above the sink.	*sayĕ taroqkan dĕkat bros-gigi, di atas tĕmpat-chuchi-mukĕ.*
towel	*twalĕ*
10. Will you please get me a towel.	*tolong ambeqkan twalĕ samĕ sayĕ.*
eye	*matĕ*
smart	*pĕdeh*
be hit *or* contact	*kĕnĕ*
soap	*sabon*
11. My eyes are smarting from the soap. (lit. hit by soap)	*matĕ sayĕ pĕdeh, kĕnĕ sabon.*
to comb the hair (i.e. one's own hair)	*bĕsikat*
comb	*sikat*
12. I want to comb my hair [and] I don't have a comb.	*sayĕ naq bĕsikat. sayĕ taq adĕ sikat.*
13. Use that comb of mine.	*pakay lah sikat sayĕ itu.*

Record 19B, beginning.

garment	*baju*
silk	*strĕ*
cleaning store	*kĕday-tĕmpat-chuchi-strĕ*
14. (Mr.) Henry, did [you] get your clothes from (lit. at) the cleaners?	*cheq-énri, sudah ambeq baju cheq-énri di kĕday-tĕmpat-chuchi-strĕ?*
15. Yes.	*yĕ, sudah.*
16. Henry are you going out now?	*cheq-énri naq k lwar skarang?*
get a haircut	*bĕgunteng*
17. Yes, I'm going to get a haircut.	*yĕ, sayĕ naq pĕgi bĕgunteng.*
hair (on head)	*rambot*
short	*pendeq*
18. Your hair's still short.	*rambot cheq-énri misch pendeq lagi.**
long	*panjang*

* Ignore second repetition.

19. Oh no. My hair's long.
o tidaq. rambot sayĕ sudah panjang.

lazy
malas

to take to the laundry (*lit.* send launder)
antarkan dobi

20. Oh, I have a lot of dirty clothes, but I don't feel like taking 'em to the laundry.
o say adĕ bañaq kaen-baju yang kotor, tapi malas sayĕ naq antarkan dobi.

take (to a place) *or* deliver
antarkan

21. If you want me to take 'em, I can take it (as a favor to you).
kalaw ĕnchĕy mau saya antarkan, sayĕ boleh tolong antarkan.

barber
tukang-gunteng

barber-shop (*lit.* scissors-shop)
kĕday-gunteng

laundry (*lit.* launder-shop)
kĕday-dobi

22. Later, when I go to the barber shop, I can stop off at the laundry for a minute.
nanti bilĕ sayĕ pĕgi kĕ kĕday-gunteng, sayĕ boleh singgah di kĕday-dobi skĕjap.

2. Practice and Review

3. Commentary

Note 10A.1. *ahli* 'wife' and *bini* 'wife.'

The word *bini* is the ordinary word for 'wife.' However, when referring to one's own wife or the wife of the person one is speaking to the more polite word *ahli* is sometimes used.

Note 10A.2. *sorang* 'alone.'

Notice that Malay says 'one person' (*s* + *orang*) where we say 'alone.' The word *sorang* is used in this way only in reference to human beings.

Note 10A.3. *malas* 'lazy, not feel like doing something.'

The word *malas* is used in both of these meanings. Notice that the Basic Sentence literally says 'Lazy am I. . . .' It is just as good Malay to say:

sayĕ malas naq antarkan dobi. 'I don't feel like sending (them) to the laundry.'

Note 10A.4. The Malay A.M. and P.M.

pukol tujoh malam 'seven o'clock at night *or* 7 P.M.'

pukol lapan pagi 'eight o'clock in the morning *or* 8 A.M.'
pukol ĕmpat pĕtang 'four o'clock in the afternoon *or* 4 P.M.'

Malay adds *malam*, *pagi*, and *pĕtang* much as we in English add the corresponding English words or A.M. and P.M. However, there are certain differences in the periods of time to which these words apply. The Malays use:

malam for the period 7 P.M.–2:30 A.M.
pagi for the period 3 A.M.–12 M.
pĕtang for the period 12 M.–6:30 P.M.

These figures are approximate. The half-hours that are unaccounted for are twilight and dawn. The points of change are relatively constant, however, because Malaya is just above the equator and the length of the day does not change as in the temperate zones. Note also that the word *malam* is used for both English '*evening*' and English '*night*.'

4. Exercise

Reread Note 10.5 and give correct expressions for the following terms:

4:30 A.M.	7:00 A.M.	8:20 A.M.
11:00 A.M.	2:00 P.M.	3:15 P.M.
5:00 P.M.	7:00 P.M.	9:10 P.M.
10:00 P.M.	11:25 P.M.	1:00 A.M.

Choose one Malay sentence to fit each of the English statements:

1. I'm going to wash my hands and face:
a. *sayĕ naq pĕgi chuchi tangan dan chuchi mukĕ.*
b. *sayĕ naq taroqkan mukĕ sayĕ di tĕmpat-chuchi-mukĕ.*
c. *sayĕ naq bĕgunteng di kĕday-dobi.*

2. I just brushed my teeth before:
a. *sayĕ baru gosoq gigi tadi.*
b. *sayĕ baru gosoq spatu sayĕ malam-tadi.*
c. *sayĕ naq pĕgi gosoq gigi.*

3. Where is the soap I put here this morning?
a. *di manĕ podar-gigi sayĕ taroqkan di atas tĕmpat-chuchi-mukĕ?*
b. *di manĕ sabon sayĕ taroqkan di sini pagi-tadi?*
c. *adĕ kĕ sabon di bileq-mandi?*

4. This towel is dirty. Please get me a clean one:
   a. *twalĕ ini bĕrseh. tolong ambeqkan samĕ sayĕ yang kotor.*
   b. *twalĕ ini kotor. tolong ambeqkan samĕ sayĕ twalĕ yang bĕrseh.*
   c. *twalĕ yang bĕrseh adĕ di almari-kaen-baju.*
5. Can I borrow your comb?
   a. *boleh kĕ sayĕ pinjam sikat ĕncheq?*
   b. *boleh kĕ sayĕ pinjam baju ĕncheq?*
   c. *boleh kĕ sayĕ pinjam sabon ĕncheq?*
6. There it is on top of the sink:
   a. *itu diĕ di bawah korsi.*
   b. *itu diĕ di blakang almari-kaen-baju.*
   c. *itu diĕ di atas tĕmpat-chuchi-mukĕ.*
7. Are you ready to go out now?
   a. *ĕncheq sudah syap naq turon kĕ bawah?*
   b. *ĕncheq sudah syap naq k lwar skarang?*
   c. *ĕncheq sudah syap naq naeq k ratas skarang?*
8. Wait a moment. We'll go out together.
   a. *tunggu skĕjap. sayĕ naq bĕsikat dulu.*
   b. *tunggu skĕjap. sayĕ naq pasang lampu.*
   c. *tunggu skĕjap. kitĕ naq k lwar samĕsamĕ.*
9. Later we'll stop at the laundry on our way back.
   a. *mari kitĕ singgah di kĕday-gunteng dulu.*
   b. *nanti kitĕ singgah di kĕday-dobi bilĕ ditĕ naq baleq.*
   c. *kitĕ naq singgah di kĕday-gunteng dulu.*

5. Check-Up and Review

Section B

1. Basic Sentences

ENGLISH EQUIVALENTS	MALAY

Record 19B, after 1st spiral.

1. Who's next? (*lit.* Who was the first one before?) — *syapĕ yang dulu tadi?*
2. I'm next. (*lit.* I was the first one.) — *sayĕ yang dulu ĕncheq.*

get a shave *or* shave oneself — *bĕchukor*

3. Do you want a haircut or [only] a shave?*	*ĕncheq naq bĕchukor kĕ ataw naq bĕgunteng?*
4. Oh, I want a haircut and a have too.	*o sayĕ naq bĕgunteng dan bĕchukor skali.***
high	*tinggi*
low	*rĕndah*
5. Do you want a lot taken off or a little (in back)? (*lit.* Do you want to get a high haircut or a low haircut?)	*ĕncheq mau bĕgunteng tinggi, ataw (mau) bĕgunteng rĕndah?****

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* The Malay sentence 3 has no equivalent for [only]. A Malay sentence that would be closer in meaning to the English sentence would end: . . ., *ataw naq bĕgunteng sajĕ.*

** In the second repetition the voice on the record says *dĕngan* instead of *dan*. The two sentences have the same meaning.

*** In the second repetition the voice on the record inserts (*mau*). The two sentences have the same meaning.

Record 20A, beginning.

medium	*sĕdang*
very *or* excessively	*tĕlampaw*
6. Just make it medium. Not too long, not too short. (*lit.* not too high not too low)	*biken sĕdang scjĕ. jangan tĕlampaw tinggi, jangan tĕlampaw rĕndah.*
7. Do you want a shampoo too?	*ĕncheq maw chuchi rambot jugĕ kĕ?*
head	*kpalĕ*
8. Yes, because my head's dirty.	*yĕ, kranĕ kpalĕ sayĕ sudah kotor.*
razor	*pisaw-chukor*
dull	*tumpol*
9. Your razor feels dull (*lit.* I feel your razor dull).	*sayĕ rasĕ pisaw-chukor ĕncheq tumpol.*
sharp	*tajam*
10. Don't you have one (*lit.* isn't there one) a little sharper?	*taq adĕ kĕ yang tajam siket?*
sharpen	*asah*
11. I just sharpened this razor.	*sayĕ baru asah pisaw-chukor ini.*
beard	*janggot*

hard (resistant)	*kras*
so	*jadi*
12. The razor feels dull because your beard's a little tough.	*kranĕ janggot ĕncheq adĕ kras siket, jadi ĕncheq rasĕ pisaw-chukor ini tumpol.*
move around	*bĕgraqgraq*
13. Don't move around so much.	*jangan bĕgraqgraq sangat ĕncheq!*
cut unintentionally	*tĕpotong*
nose	*idong*
14. Just then, [I] almost (i.e. a little more and I'd have) cut your nose	*siket lagi tĕpotong idong ĕncheq tadi.*
ear	*tlingĕ*
bleed	*bĕdarah*
15. Why's my ear bleeding?	*knapĕ tlingĕ sayĕ bĕdarah?*
hit (accidentally), contact (unintentionally)	*tĕkĕnĕ*
16. The razor nicked [it] a little just then.	*tĕkĕnĕ pisaw-chukor siket tadi.*
17. It's all right.	*taq-apĕ lah.*

2. Practice and Review

3. Commentary

Note 10B.1. *bĕgunteng tinggi, ataw bĕgunteng rĕndah* '(get) a lot taken off or a little.'

The Malays reckon cutting hair from the back of the neck upward. If the barber takes a lot of hair off, usually more of the skin is exposed on the back of the neck and the lower part of the head. Hence 'get a high haircut' and 'get a low haircut.'

Note 10B.2. *bĕchukor, bĕgunteng,* and *bĕsikat.*

The verb *bĕchukor* means 'get a shave' or 'shave oneself,' but it is not used of shaving someone else. Similarly *bĕgunteng* is only used with the meaning 'get a haircut,' and *bĕsikat* in the meaning 'comb one's hair, get one's hair combed.' If we report what the barber did, we might say:

tukang-gunteng itu gunteng rambot sayĕ. 'that barber cut my hair.'

dič chukor sayĕ dalam sploh menet. 'He shaved me in ten minutes.'
dič sikat rambot sayĕ. 'He combed my hair.'

As you see, the word *sikat* which means 'comb' may also mean 'comb (someone else's hair).'

Note 10B.3. *siket.*

Compare:

adč siket kras. 'It's a little tough.'
adĕ sějoq siket. 'It's a little cold.'

The word *siket* occupies different positions in these two word-groups without any real difference in meaning. One may also say the following sentences:

adĕ kras siket. 'It's a little tough.'
adĕ siket sějoq. 'It's a little cold.'

Note 10B.4. Verbs with the prefix *tĕ-*.

Verbs with the prefix *tĕ-* usually have a meaning like 'do by accident' or 'happen by accident' or 'happen against somebody's wishes.' Verbs without *tĕ-* may also have such meanings, but those with the prefix *tĕ-* will usually have this meaning very explicit. In the following sentence there is a notion of accident in the verb:

matĕ sayĕ kĕnĕ sabon. 'I've got soap in my eyes.' (lit. My eyes contact soap.)

However, in the following sentence, the accidental nature of the event is more explicit because the speaker used the form with the *tĕ-* prefix:

tĕkĕnĕ pisaw-chukor siket tadi. 'The razor nicked it slightly before.'

Another example of the *tĕ-* prefix is in the following sentence:

siket lagi tĕpotong idong ĕncheq tadi. '[I] almost cut your nose just before.'

The same sentence with the verb *potong* 'cut' instead of *tĕpotong* would imply that the barber had been trying to cut the customer's nose.

4. Exercise

Choose one Malay sentence to fit each of the English statements:

1. My friend went for a haircut at the barber shop near the park.
- a. *kawan sayĕ pĕgi bĕgunteng di kĕday-gunteng yang dĕkat padang.*
- b. *ahli sayĕ pĕgi k rumah si mat.*
- c. *kawan sayĕ baru baleq bĕgunteng.*

2. Why did he go there? There's a barber shop near here.
- a. *dič singgah di kĕday-dobi jugĕ kĕ?*
- b. *adĕ kĕday-dobi dĕkat situ jugĕ kĕ?*
- c. *knapĕ dič pĕgi k situ? adĕ kĕday-gunteng yang dĕkat dari sini.*

3. [I] don't know. He likes to go get his haircut there.
- a. *sĕbap tukang-playan itu taq adĕ krĕjĕ.*
- b. *taq tau lah. dič sukĕ bĕgunteng di sanĕ.*
- c. *kranĕ tukang-gunteng itu bagos.*

4. Do you go for your haircuts there too?
- a. *ĕncheq pĕgi bĕgunteng di situ jugĕ kĕ?*
- b. *knapĕ tangan dič slalu kotor?*
- c. *dič tau macham-manĕ naq chuchi rambot kĕ?*

5. Yes, I go there too.
- a. *yĕ, sayĕ pĕgi k situ jugĕ.*
- b. *tidaq. dič taq tau asah pisaw-chukor dič.*
- c. *sayĕ baru bĕchukor pagi-tadi.*

6. Why is your hand bleeding?
- a. *knapĕ kĕpalĕ ĕncheq bĕdarah?*
- b. *knapĕ tangan ĕncheq bĕdarah?*
- c. *knapĕ idong ĕncheq bĕdarah?*

7. [It] was just cut by the knife before.
- a. *sayĕ baru chuchi tangan.*
- b. *baru tĕpotong pisaw tadi.*
- c. *malĕ sayĕ pĕdeh kĕnĕ garam.*

8. Here is my friend; he just got back from having his hair cut.
- a. *ini kawan sayĕ. dič baru baleq bĕgunteng.*
- b. *o itu kawan sayĕ. namĕ dič wĕlyam.*
- c. *kawan sayĕ ini bukaq kĕday-gunteng.*

9. Why is his nose bleeding?
- a. *knapĕ idong dič bĕdarah?*
- b. *spalu dič kotor jugĕ.*
- c. *dič malas pakay sapu-tangan dič.*

10. Maybe, when he shaved (before), the razor nicked him.

a. *sayĕ taq sukĕ tukang-gunteng di kĕday itu.*

b. *barangkali bilĕ diĕ bĕchukor tadi, tĕkĕnĕ pisaw-chukor.*

c. *sayĕ piker sayĕ naq pĕgi tidor.*

5. Check-Up and Review

Section C

1. Check-Up

2. Listening In

Record 20A, after 1st spiral.

Conversation 1. Mat and David are in their room.

daot: apĕ ĕncheq-mat naq biken pĕtang ini?

mat: say adĕ bañaq kaen-baju yang kotor, sayĕ naq antarkan dobi.

cheq-daot tau kĕ di manĕ adĕ kĕday-dobi yang bagos?

daot: cheq-mat sudah chubĕ antarkan dobi di kĕday-dobi yang dĕkat wayang-gambar itu?

mat: yĕ, sudah.

kĕday itu tag bagos.

bilĕ saya ambeq baju sayĕ, bañaq yang kotor.

daot: apĕ-macham kĕday-dobi yang dĕkat otel, cheq-mat sudah chubĕ antarkan baju di situ?

Record 20B, beginning.

mat: sayĕ blom-pĕrnah antarkan dobi di situ.

bagos kĕ diĕ chuchi baju di kĕday itu?

daot: yĕ, bagos.

mat: kalaw di situ bagos, sayĕ chubĕ naq antarkan dobi di situ.

daot: o say adĕ antarkan baju di kĕday-tĕmpat-chuchi-strĕ di sĕblah kĕday itu.

sayĕ piker, baju itu sudah syap skarang.

nanti kalaw cheq-mat antarkan dobi, cheq-mat boleh kĕ tolong ambeqkan baju sayĕ skali?

mat: apĕ-macham diĕ chuchi baju-strĕ di situ, bagos kĕ?
daot: yang sayĕ tau, bagos.
sĕbap sayĕ slalu antarkan baju-strĕ sayĕ di situ.
dan sayĕ nampaq jugĕ, adĕ bañaq orang-inggres antarkan baju-strĕ diĕ di situ.
mat: o baeq lah. nanti saya ambeqkan baju cheq-daot skali, bilĕ saya antarkan dobi sayĕ ini. ĕncheq-daot naq pĕgi bĕgunteng pĕtang ini?
daot: tidaq. barangkali ari-saptu sayĕ pĕgi bĕgunteng.
mat: baeq lah. sayĕ naq k lwar dulu.
daot: pukol brapĕ cheq-mat naq baleq nanti?
mat: dalam pukol spuloh sayĕ baleq lah.

Record 20B, after 1st spiral.

Conversation 2. Mat is at the barber's.

tukang-gunteng: syapĕ yang dulu tadi?
mat: sayĕ yang dulu ĕncheq.
tukang-gunteng: dudoq lah!
ĕncheq naq bĕgunteng cĕ, naq bĕchukor?
mat: sayĕ naq bĕgunteng sajĕ.
sayĕ baru bĕchukor pagi-tadi.
tukang-gunteng: apĕ-macham, ĕncheq mau chuchi rambot kĕ?
mat: tidaq.
tukang-gunteng: baeq lah. ĕncheq sukĕ bĕgunteng tinggi ataw bĕgunteng rĕndah?
mat: biken sĕdang sajĕ. jangan tinggi sangat, jangan rĕndah sangat.
tukang-gunteng: nanti sayĕ sikat rambot ĕncheq skali.
mat: brapĕ ĕncheq?
tukang-gunteng: ĕmpat-ploh sen.

Record 20B, after 2nd spiral.

Conversation 3. Mr. Mat is about to go out for an evening with Mr. Mahmot. David is watching Mr. Mat dress.

daot: ĕncheq-mat naq pĕgi makan samĕ si mahmot kĕ malam ini?
mat: yĕ.
daot: bini si mahmot pĕgi jugĕ kĕ?
mat: tidaq. bini diĕ taq adĕ di sini.
o sayĕ lupĕ. taq adĕ kmejĕ yang bĕrseh.
smuĕ kmejĕ sayĕ sudah antarkan dobi.
cheq-daot adĕ kĕ kmejĕ yang bĕrseh?
daot: yĕ, adĕ.

mat: boleh kĕ sayĕ pinjam kmejĕ ĕncheq-daot?
daot: itu dič. adĕ dalam almari.
ambeq sajĕ lah yang-manĕ satu ĕncheq-daot sukĕ.

mat: trimĕ-kaseh lah cheq-daot.
daot: taq-apĕ.

3. Conversation

1. Two friends sharing one room are getting ready for dinner. One expresses a desire to take a bath. The other remarks that the weather is very hot and that he too wants to bathe. The latter is told to bathe first, as the former wants to shave. They call to each other for various things, and give other directions as to where to find them.

2. At dinner. One suggests that they go to the hotel restaurant for dinner. There they order, discuss what to drink with the meal, ask for cigarettes, matches, etc. They pay and leave. One says he wants to go see a movie and asks the other if he wants to come along. The latter thanks him, but says he has something else to do.

3. A soldier goes to a barber shop, states what he wants (a high G.I. haircut), chats about the weather with the barber, pays and goes out.

4. Two soldiers want to have some laundry done and some suits pressed; they ask information from a gentleman at the hotel

5. You go to a barber shop for a shave. The barber asks you whether you are an Englishman. You say no, tell him you are an American and you start to tell him where you are living now.

6. You meet a friend, greet him, and offer him a smoke. He wants to take a walk through the park, but you say that first you have to take some things to the laundry. He accompanies you to the laundry. You then discuss what you would like to do in town, find out where those places are and go there.

7. A friend asks you what you are planning to do this afternoon. You say you're going to town. He says fine, you can go together. He has to take some things to the laundry to be washed, and a suit to the tailor's to be cleaned. You tell him you have to buy some things, and then go to the barber's for a haircut.

THE FAMILY

SECTION A

1. Basic Sentences

ENGLISH EQUIVALENTS	MALAY
Record 21A, beginning.	
mother	*maq*
aunt	*maq-sědarĕ*
1. When did your mother and your aunt get here?	*bilĕ yang maq ĕncheq dĕngan maq-sdarĕ ĕncheq sampay kmari?*
day before yesterday	*smalam-kmaren*
2. They got here the day before yesterday.	*dië sampay kmari smalam-kmaren.*
to ride on	*naeq*
3. How did they travel getting here?	*dië naeq apĕ, datang kmari?*
fly	*tĕrbang*
airplane	*kapal-tĕrbang*
4. Oh they took an airplane from America.	*o dië naeq kapal-tĕrbang, dari tanah-marekan.*
Batavia	*bĕtawi*
5. But when [they] arrived at Batavia, they took a ship to come here.	*tapi, bilĕ sampay di bĕtawi, dië naeq kapal, datang kmari.*
6. How did you know they were coming?	*macham-manĕ ĕncheq tau, dië datang?*
receive	*dapat*
(first) cousin	*spupu*
last week	*minggu-dulu*
7. I got a letter from my cousin last week.	*sayĕ dapat surat daripadĕ spupu sayĕ, minggu-dulu*
uncle	*bapaq-sědarĕ*

send (communications) — *kirem*

telegram — *taligram*

8. And my uncle sent a telegram, too. — *dan bapaq-sdarĕ sayĕ kirem taligram samĕ sayĕ jugĕ.*

9. Where did you meet 'em? — *di manĕ ĕncheq jumpĕ samĕ diĕ?*

wharf (pier) — *wap-kapal*

10. I went to the pier to pick 'em up. — *sayĕ pĕgi di wap-kapal, ambeq diĕ.*

stay — *dudoq*

11. How long is your mother going to stay here? — *brapĕ lamĕ maq ĕncheq naq dudoq di sini?*

12. That I don't know. Maybe a month or two (months). — *itu sayĕ taq tau. barangkali sĕbulan kĕ duĕ bulan.*

interesting — *pleqpleq*

13. Have they already gone to see the sights around here? — *diĕ sudah pĕgi tengoq barang yang pleqpleq di sini?*

take out — *ajaq*

picture — *gambar*

museum — *skolah-gambar*

flower — *bungĕ*

Record 21B, beginning.

botanical gardens — *kĕbon-bungĕ*

14. Yes, yesterday I took 'em out (going) to the museum and the botanical gardens. — *yĕ, smalam sayĕ sudah ajaq diĕ pĕgi di skolah-gambar dan di kĕbon-bungĕ.*

trolley — *trem*

bus — *bas*

15. Did you take the trolley or the bus to go there? — *ĕncheq naeq trem kĕ naeq bas, pi k sanĕ?*

ricksha — *bechah*

a country *or* a state — *nĕgri*

16. Neither; my mother thought she'd like to (try) ride a ricksha, because in my country, there aren't any — *tidaq. maq sayĕ sukĕ chubĕ naq naeq bechah, kranĕ di nĕgri sayĕ taq adĕ.*

17. On your way back, what did you take? — *bilĕ ĕncheq baleq, ĕncheq naeq apĕ?*

wagon *or* car — *kretĕ*

taxi — *kretĕ-sewĕ*

18. On our way back, we took a taxi. — *bilĕ kilĕ baleq, kilĕ naeq kretĕ-sewĕ.*

2. Practice and Review

3. Commentary

Note 11A.1. Sentences with two verbs.

(a) *dič naeq apĕ, datanŋ kmari?* 'What did they take coming here?'
(b) *dič naeq kapal, datang kmari.* 'They took a boat to come here.'
(c) *sayĕ pĕgi di wap-kapal, ambeq dič.* 'I went to the pier to get them.'

Each of these sentences contains two verbs and the second verb is the equivalent of either an English verb-form in -ing as in (a) or an English infinitive as in (b) and (c). Note that the Malay has no equivalent for 'to' in (b) and (c).

Note 11A.2. *dudoq* and *tinggal.*

The word *dudoq* does not always mean to 'sit.' It is also used as the equivalent of English 'stay' that is to remain in a place for a short time. The word *dudoq* is also used in the following way:

° *ĕncheq naq bĕjalan malam ini?* 'Are you going out tonight?'
° *o tidaq. sayĕ naq dudoq di rumah.* 'Oh no. I'm going to stay home.'

The word *tinggal*, on the other hand, refers to more permanent residence.

Note 11A.3. *kĕ* in statements

We have seen that the particle *kĕ* is used in questions that present alternatives. The particle *kĕ* is often used in statements between two alternatives in a similar way:

barangkali sĕbulan kĕ duĕ bulan. 'Maybe a month or two.'

4. Exercise

Choose the Malay sentence to fit each of the English statements:

1. I never rode in a ricksha.
- a. *sayĕ taq-pĕrnah naeq bechah.*
- b. *sayĕ taq-pĕrnah isap rokoq.*
- c. *sayĕ slalu naeq bechah.*

2. Let's take a ricksha to the museum.
- a. *mari lah naeq bechah pĕgi kĕ skolah-gambar.*
- b. *mari lah k lwar naeq bechah.*
- c. *mari lah naeq kretĕ-sewĕ pĕgi kĕ kĕbon-bungĕ.*

3. There's a ricksha on the corner there.
- a. *adĕ kapal di wap-kapal.*
- b. *adĕ kretĕ-sewĕ jugĕ.*
- c. *adĕ bechah di sempang situ.*

4. Ask him how much (pennies) he wants from here to the museum.
- a. *tañĕ samĕ diĕ di manĕ adĕ wap-kapal.*
- b. *tañĕ samĕ diĕ brapĕ sen dari sini kĕ skolah-gambar.*
- c. *tañĕ samĕ diĕ di manĕ adĕ kĕbon-bungĕ.*

5. He says he wants twenty five cents.
- a. *diĕ bilang diĕ mau duĕ-ploh-limĕ sen.*
- b. *diĕ bilang kĕday-makan dĕkat dari sini.*
- c. *diĕ piker adĕ ujan pĕtang ini.*

6. Yesterday afternoon my aunt came from Batavia.
- a. *diĕ naeq kapal dari tanah-marekan.*
- b. *smalam pĕtang maq-sĕdarĕ sayĕ datang dari bĕtawi.*
- c. *diĕ datang sorang sajĕ.*

7. Where is she now?
- a. *di manĕ diĕ skarang?*
- b. *di manĕ diĕ pagi-tadi?*
- c. *di manĕ diĕ smalam?*

8. I'm going to meet her at the museum.
- a. *sayĕ naq jumpĕ samĕ diĕ di skolah-gambar.*
- b. *sayĕ naq jumpĕ abang sayĕ di situ jugĕ.*
- c. *sayĕ naq pĕgi bĕgunteng.*

9. Did she take an airplane or boat coming here?
- a. *diĕ naeq kapal-tĕrbang kĕ naeq kapal datang kmari?*
- b. *diĕ naeq bechah kĕ naeq kretĕ-sewĕ pĕgi k sanĕ?*
- c. *diĕ naeq kapal kĕ naeq bas pĕgi k sanĕ?*

10. She took a boat coming here.
- a. *diĕ naeq bas pĕgi k sanĕ.*
- b. *diĕ naeq kapal datang kmari.*
- c. *diĕ baru naeq k ratas naq bĕchukor.*

5. Check-Up and Review

Section B

1. Basic Sentences

ENGLISH EQUIVALENTS	MALAY
Record 21B, after 1st spiral.	
1. Come over to my house, (sir).	*mari lah datang k rumah sayĕ ĕncheq.*
introduce	*knalkan*
2. I'd like to introduce you to my mother.	*sayĕ naq knalkan maq sayĕ dĕngan ĕncheq.*
finish	*abeskan*
read[ing]	*bachĕ*
newspaper	*surat-kabar*
3. All right. In a minute, I'll finish reading this newspaper.	*baeq lah. nanti skĕjap, saya abeskan bachĕ surat-kabar ini.*
4. Let's go in my car.	*mari lah naeq matokah sayĕ.*
book	*buku*
5. I want to stop off to buy a book first.	*sayĕ naq singgah bli buku dulu.*
after	*lĕpas*
6. After that, (later) [we'll] go straight home.	*lĕpas itu nanti tros baleq k rumah.*
island	*pulaw*
Penang (a place)	*pulaw-pinang*
7. Have you ever gone to Penang?	*ĕncheq adĕ kĕ pĕrnah pĕgi di pulaw-pinang?*
[a] time	*kali*
8. Yes; once (i.e. one time).	*yĕ. skali.*
9. What year did you go there?	*taon brapĕ ĕncheq pĕgi kĕ sanĕ?*
Record 22A, beginning.	
remember	*ingat*
10. I remember I went there in 1930.	*say ingat sayĕ pĕgi k sanĕ, taon sribu smilan-ratos tigĕ-puloh.*
age	*umor*

11. How old were you then? *brapĕ umor ĕncheq masĕ itu?*

12. Oh at that time, I was (*lit.* my age was) just fifteen. *o masĕ itu umor sayĕ baru limĕ-blas taon.*

go for pleasure (*lit.* eat-wind) *makan-angen*

13. Did you go there for pleasure? *ĕncheq makan-angen kĕ pĕgi k sanĕ?*
relative *sĕdarĕ*

14. Yes. I went to visit a relative of mine. *yĕ. sayĕ pĕgi tengoq sdarĕ sayĕ.*
pay *bayar**
fare *tambang*

15. Who (was the one who) paid your fare? *syapĕ yang bayar tambang ĕncheq?*
alone *sĕndiri*

16. I paid my fare myself. *sayĕ bayar tambang sayĕ sĕndiri.*

17. [Tell me.] How many brothers and sisters do you have? *mahap sajĕ. brapĕ sdarĕ ĕncheq?*

18. Five (including myself). Three sisters [and] two brothers. *limĕ. tigĕ prĕmpwan, duĕ jantan.*

19. Here's (it) my house. *ini lah diĕ rumah sayĕ.*
dog *anjeng*
lawn (in front of house) *laman*

20. Whose dog is on the lawn? (*lit.* that dog on the lawn is whose?) *anjeng di laman itu syapĕ puñĕ?*

21. That dog's mine. *anjeng itu sayĕ puñĕ.*
tail (measure for animals) *ekor*

22. How many dogs do you have? *brapĕ ekor anjeng ĕncheq adĕ?*

23. I have two dogs. *say aiĕ du ekor anjeng.*
cow *lĕmbu*
horse *kudĕ*
tree (*lit.* wood-tree) *pokoq-kayu*

24. Are the cow and horse under that tree yours? *lĕmbu dĕngan kudĕ di bawah pokoq-kayu itu, ĕncheq puñĕ kĕ?*

25. Oh, those aren't mine. *o itu bukan sayĕ puñĕ.*

26. [They're] Mahmot's. *si mahmot puñĕ.*

---

* Ignore the first repetition. The voice on the record accidentally says *payar*.

2. Practice and Review

3. Commentary

Note 11B.1. The Malay family terms.

The following are the most common terms for family relations other than those which have appeared in the Basic Sentences:

sĕdarĕ	'relative'
datoq	'grandfather'
neneq	'grandmother'
datoq-neneq	'grandparents'
adeq-jantan	'younger brother'
adeq-prĕmpwan	'younger sister'
chuchu	'grandchild'
anaq-sĕdarĕ	'nephew or niece'
spupu	'first cousin'
laki	'husband'
pĕnganten	'bridal couple, one of a bridal couple'
pĕnganten-jantan	'bridegroom'
pĕnganten-prĕmpwan	'bride'
pĕnganten-baru	'newlywed(s)'

(A common sentence of congratulation to newlyweds is *slamat pĕnganten-baru.* 'Good luck to (you) newlywed *or* newlyweds.')

bapaq-mĕntuĕ	'father-in-law'
maq-mĕntuĕ	'mother-in-law'
anaq-mnantu	'child-in-law'
abang-ipar	'spouse's older brother'
kakaq-ipar	'spouse's older sister'
adeq-ipar	'spouse's younger brother or sister'

Notice that the relative age of the brother- and sister-in-laws does not matter. For example, the wife's older brother becomes the husband's *abang-ipar* even if the wife's brother is younger than the husband. Similarly, the husband's *adeq* is the wife's *adeq-ipar* even though the wife may be the younger of the two.

Note 11B.2. *sĕdarĕ.*

sayĕ pĕgi iengoq sĕdarĕ sayĕ. 'I went to visit a relative of mine.'

brapĕ sĕdarĕ ĕncheq? 'How many brothers and sisters do you have?'
limĕ. 'Five.'

The word *sĕdarĕ* is used with the general meaning 'relative of any kind, as was indicated in Note 11B.1. However, it is used in the polite way of asking 'How many brothers and sisters do you have?'

Note 11B.3. Introducing people.

sayĕ naq knalkan maq sayĕ dĕngan ĕncheq. 'I'd like to introduce you to my mother.'

In introducing people the Malays familiarize the older acquaintance—here the mother—with the newer one.

Note 11B.4. A new measure: *ekor.*

The word *ekor* 'tail' is used as a measure. The form with the prefix is *sekor.* This measure is used in counting all animals, birds, fish and insects. Notice the difference between:

ekor-kudĕ 'a horse's tail'
satu ekor kudĕ 'one horse' *or*
sekor kudĕ 'a horse'

In counting horse's tails a different measure would be used.

Note 11B.5. Malay counting.

brapĕ sĕdarĕ ĕncheq? 'How many brothers and sisters do you have?'
limĕ. tigĕ prĕmpuan, duĕ jantan. 'Five (including myself). Three female (and) two male.'

The Malays use no equivalent for 'including myself.' But in answering questions such as the one above, the Malay replies with a number which already includes himself. The following answers are similar.

°*ĕncheq adĕ brapĕ orang smuĕ?* 'How many men do you have in all?'
°*sayĕ adĕ limĕ-ploh . .ang smuĕ-skali.* 'I have fifty men in all (including myself).'
°*brapĕ orang ĕncheq krĕjĕ di tĕmpat itu?* '(With) how many people do you work at that place?'
°*sayĕ krĕjĕ di situ limĕ orang.* 'I work there with four others.'

Note 11B.6. *siapĕ yang . . .?*

siapĕ yang bayar tambang ĕncheq? 'Who paid your fare?'

This is the same kind of *yang*-word-group that we saw in Note 8A.6. The word that is missing is *orang* as: *syapĕ (orang) yang. . . .* 'Who was the man that . . .?'

Note 11B.7. *puñĕ* again.

(a) *anjeng di laman itu syapĕ puñĕ?* 'Whose dog is on the lawn?'
(b) *anjeng itu sayĕ puñĕ.* 'That dog is mine.'
(c) *lĕmbu dĕngan kudĕ di bawah pokoq-kayu itu ĕncheq puñĕ kĕ?* 'Are the cow and horse under that tree, yours?'
(d) *o itu bukan sayĕ puñĕ.* 'Oh those are not mine.'

In Note 3B.6 we saw that a pronoun + *puñĕ* may be placed before a noun with the same kind of meaning that the pronoun would have if placed after the noun. In sentences (a) (b) and (c), the combination pronoun + *puñĕ* occurs again, but this time the translation of the combination is a little different:

syapĕ puñĕ	'whose?'
sayĕ puñĕ	'mine'
ĕncheq puñĕ	'yours'
diĕ puñĕ	'his, hers, theirs'
di-orang puñĕ	'their'
kitĕ puñĕ	'our'
kit'orang puñĕ	'ours'

Note that the negative with the word-groups is *bukan*.
itu bukan sayĕ puñĕ. 'Those are not mine.'

The Malays, however, do NOT put one of the above word-groups after a noun as an equivalent of 'a relative of mine.' One of the ways of saying this in Malay is illustrated in the Basic Sentences. The word-group *sĕdarĕ sayĕ* 'my relative' may also have the meaning 'a relative of mine.'

Note 11B.8. Measures: A résumé.

The words which have occurred with measures have been arranged under the measure that is used with them. For example, if you find the word *kmejĕ* 'shirt' under the measure *lay*, then you know you may say *sĕlay kmejĕ, satu lay kmejĕ, duĕ lay kmejĕ* etc.

pasang

stoken 'socks'
spatu 'shoes'

ekor

kudĕ 'horse'
anjeng 'dog'
lĕmbu 'cow'
ayam 'chicken'
ikan 'fish'

batang

rokoq 'cigarette'
chĕrot 'cigar'
pengsel 'pencil'
ponteng-pen 'fountain pen'

lay

kmejĕ 'shirt'
sapu-tangan 'handkerchief'
singlet 'undershirt'
siwar-pendeq 'shorts'
kĕrtas 'paper'
kĕrtas-tules 'writing paper'

bijiq

pisang 'banana'
limaw 'lemon'
limaw-manes 'orange'
nĕnas 'pineapple'
klapĕ 'coconut'

The word-group *spasang baju* means 'a suit' (*baju* 'garment'). So that 'two suits' is *duĕ pasang baju*.

4. Exercise

In the family tree shown above, the names of male persons are printed in CAPITAL LETTERS, the names of female persons are printed in small letters. The letter m between two names means 'married.' The children of each branch of the family tree appear in order of age from left to right

A. On the basis of this family tree, decide which of the following statements are true and which are false. For those that are false, substitute a correct statement by changing one of the personal names or the family term. You will have to refer to the list in Note 11B.1 for some of the family terms used in this exercise.

1. *ĕncheq-dolah adeq cheq-jahrah.*
2. *ĕncheq-dolah dan cheq-sahrah maq-bapaq ĕncheq-daot dan ĕncheq-musĕ.*
3. *ĕncheq-karem chuchu ĕncheq-mahmot.*
4. *cheq-jahrah maq-sĕdarĕ cheq-minah.*
5. *ĕncheq-dcot anaq-sĕdarĕ ĕncheq-mat.*
6. *ĕncheq-majet laki cheq-fatimah.*
7. *ĕncheq-musĕ spupu ĕncheq-raman.*
8. *cheq-esah bini cheq-fatimah.*
9. *ĕncheq-mat bapaq-mĕntuĕ cheq-sahrah.*
10. *ĕncheq-daot abang-ipar ĕncheq-majet.*

B. On the basis of the same family tree, complete the following sentences by supplying either a personal name or a family term in each blank.

1. *ĕncheq-mat laki* ————.
2. *namĕ anaq diĕ* ———— *dan* ————.
3. ———— *cheq-jahrah namĕ diĕ ĕncheq-mahmot.*
4. *bini ĕncheq dolah namĕ diĕ* ————.
5. *cheq-sahrah* ———— *cheq-esah dan ĕncheq-musĕ.*
6. *cheq-minah anaq-sĕdarĕ* ————.
7. *ĕncheq-raman* ———— *ĕncheq-mat.*
8. *ĕncheq-johan spupu* ————.
9. *cheq-jahrah* ———— *ĕncheq-majet.*
10. *cheq-sahrah anaq-mnantu* ————.
11. *ĕncheq-mahmot abang-ipar* ————.
12. ———— *adeq-ipar ĕncheq-majet.*
13. *cheq-sahrah adeq-ipar* ————.
14. *ĕncheq-mat datoq* ————.

C. Construct a family tree of your own immediate family—grandparents, parents, brothers and sisters, uncles and aunts, cousins, etc. Make up ten sentences in Malay giving the relationship of various persons shown in the diagram.

5. Check-Up and Review

Section C

1. Check-Up

2. Listening In

Record 22A, after 1st spiral.

Conversation 1. David and William have arrived in Singapore and are planning their next day's activities.

*wĕlyam: apĕ ĕncheq-daot naq biken besoq?**
daot: barangkali sayĕ naq bĕjalanjalan di kĕbon-bungĕ ataw di skolah-gambar.
wĕlyam: o bagos jugĕ.

Record 22B, beginning.

boleh kĕ sayĕ pĕgi bĕjalanjalan samĕ ĕncheq?
daot: kalaw ĕncheq mau, bagos jugĕ.
tapi abang sayĕ adĕ kawan di sini.
sayĕ naq jumpĕ samĕ dič dulu.

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* By accident the voice on the record says . . . *taq biken besoq* for . . . *naq biken besoq.*

lĕpas itu baru kitĕ boleh pĕgi tros kĕ kĕbon-bungĕ, ataw kĕ skolah-gambar.
wĕlyam: di manĕ kawan abang ĕncheq tinggal?
daot: taq-brapĕ jaoh dari kĕbon-bungĕ.
welyam: bilĕ yang abang ĕncheq knal samĕ dič itu?
daot: abang sayĕ knal samĕ dič itu dari-padĕ taon sribu smilan-ratos tigĕ-ploh-lapan.
wĕlyam: baeq lah. kitĕ naq naeq apĕ pĕgi k sanĕ?
daot: adĕ machammacham. ĕncheq sukĕ naeq bas, naeq trem, naeq bechah, smu adĕ.
wĕlyam: am-macham kalaw naeq bechah, bagos ke?
daot: yĕ. bagos jugĕ.
wĕlyam: kalaw bĕyitu, mari lah kitĕ naeq bechah.

Record 22B, after 1st spiral.

Conversation 2. David is introducing his friend Mahmot to Mr. Smith.

daot: *cheq-mahmot. sayè naq knalkan cheq-mahmot dĕngan kawan sayĕ namĕ diĕ wĕlyam-smĕt.*

mahmot: *ĕncheq sudah lamĕ kè di sini?*

smet: *yĕ. sayĕ tinggal di singĕpurĕ ini, sudah dalam ĕmpat taon.*

mahmot: *kalaw bĕgitu, sudah lamĕ ĕncheq-smet tinggal di sini.*

smet: *o tidaq. sayĕ taq tinggal di sini sajĕ.*
sayĕ dudoq di pulaw-pinang dulu skĕjap.

mahmot: *apĕ ĕncheq bwat, tinggal di pulaw-pinang?*

smet: *o sayĕ krĕjĕ dalam posopes di situ.*

mahmot: *brapĕ lamĕ ĕncheq-smet tinggal di pulaw-pinang?*

smet: *o sayĕ tinggal di pulaw-pinang dalam satu taon slĕngah.*
mahap sajĕ ĕncheq. itu anjeng syapĕ?

mahmot: *anjeng itu sayĕ puñĕ.*

smet: *o mahap sajĕ. adĕ kĕ talipon di sini?*

mahmot: *yĕ, adĕ. itu diĕ di pĕnjuru bileq.*

smet: *boleh kĕ sayĕ pakay talipon itu skĕjap?*

mahmot: *pakay lah!*

smet: *sayĕ misti pukol talipon di opes-kapal.**
kranĕ spupu sayĕ :aq datang dari btawi.
sayĕ maw tau, pukol brapĕ kapal itu sampay di sini.

mahmot: *bilĕ yang kapal itu bĕtolaq dari btawi?*

smet: *smalam.*

mahmot: *sayĕ taq piker kapal itu boleh sampay di sini ini ari.*
barangkali besoq kapal itu sampay di sini.

smet: *tapi bilĕ spupu sayĕ kirem taligram samĕ sayĕ, diĕ bilang kapal itu sampay di sini pĕtang ini.*

mahmot: *barangkali jugĕ.*

3. Conversation

Follow the models of preceding units and compose conversations which will include a discussion of family members, their ages, whether or not they go to school, where they work, trips they made, the year in which certain events took place, etc.

* *opes* 'office.'

REVIEW

This Unit will give you a chance to see how much you know in Malay and thus to find out whether you are ready to begin the next part of this manual. The review sections, in which you are asked to make up sentences in Malay, will enable you to estimate your practical command of the material you have learned.

In the review sections, speed and accuracy are both important. If you can make up the Malay sentences without fumbling and without having to think back laboriously to recall the words you need, and if most of your sentences turn out to be correct when you check them, you may assume that you really know what you have learned. On the other hand, if you find it hard work to make up the sentences, if you have trouble in thinking of the right words or of the right way to put them together, and if many of your sentences turn out to be wrong, then you need more time on the Units you have already covered. If that is the case, go back to the beginning of Part Two and run through all five Units again before you tackle Part Three. Go carefully over the Basic Sentences of every Unit, checking yourself by covering first the English column and then the Malay column to see whether you have really mastered the material; make sure that you understand the Commentaries; work once more through the Exercises, even if you got all of them right the first time; and read over again the conversations in the Listening Sections. When you have done all this, take another crack at the review sections in this Unit.

In the test sections, your success will depend largely on how much Malay you have had a chance to hear. If you make a good score, you can be satisfied with your ability to follow spoken Malay. If you make a low score, the reason is probably that you have not had enough practice in listening to Malay without the printed version before your eyes. To improve your grasp of spoken Malay, listen to all the Basic Sentences and all the Listening Sections of Units 7–11 WITH

YOUR BOOK SHUT. Try to get the meaning of every sentence directly through your ears, without trying to think how it looks on the printed page. If you spend enough time listening to your guide or to the speaker on the phonograph records—listening and concentrating on the meaning of what he says—you should have no trouble in understanding the sentences in the test sections of this Unit.

The exercises are intended both for individual study and for Group Work. You should prepare each exercise by yourself, making up the Malay sentences in your head and practicing them out loud. When all members of the group have prepared the sentences of one section, the group should assemble and go through the exercise together under the Leader's direction. The Leader will take up one item at a time, and will call on a member of the group to give the Malay sentence he has made up. The man who is called on should answer as quickly as possible; don't waste the time of the group by fumbling and groping around. If the Guide is present, he will correct any mistakes that may occur in the sentences. If you have no Guide, the group as a whole should act as judge.

1. Sentence Review

Figure out how you would say each of these sentences in Malay. Don't translate the English word for word, but make up Malay sentences that say the same things.

1. I am going to buy a car.
2. Do you know where there is a good dry-cleaning store?
3. On the corner over there is a shoe store.
4. I took my friend out to the museum.
5. How much are these shorts apiece?
6. Which one would your friend like?
7. Is there anything else you would like to buy?
8. I want five pairs of black socks.
9. How much are those blue handkerchiefs?
10. Give me a white hat.
11. Can you make it a little less?
12. Do you sell clothes here?
13. Please wrap those shirts up pretty well sir.
14. Are there any undershirts a little cheaper than that?

15. It's time for us to eat too.
16. Isn't there a barber-shop one or two blocks from here?
17. Order whatever you like.
18. Give us two plates of rice.
19. Is that all sir?
20. I can't take that room. It's too expensive.

21. Where are my fork and knife sir?
22. If you want a fork, I'll go get (you) (one).
23. What does a Malay call this?
24. What does a Malay call doing a thing like this?
25. Would you like to look at anything else?
26. I don't see any salt. Ask the waiter for it.
27. Can you say this in Malay?
28. Please bring a cup of coffee with cream as well.
29. Whose table is this? Is it yours?
30. Where's the waiter? He's in the corner over there.

31. That's the way a Malay says it.
32. Do you like to eat fish-curry?
33. Is he the one in charge here?
34. If you two wish to rent a room there is a rooming house near here.
35. That's it at the end of that hall.
36. Here's the key to this door.
37. What time are you gentlemen going to sleep tonight?
38. Do you have any vacant rooms?
39. Why do you get up so early in the morning?
40. I telephoned my father last night.

41. What day (of the week) is it today? Wednesday.
42. What date is it today?
43. In what year did you arrive here?
44. How long did your uncle stay in Batavia?
45. Is your aunt ready to go outside?
46. I closed the windows and put out the light.
47. Who opened this window?
48. My car is out of commission.
49. I can lend you some writing paper.
50. He's wearing a blue shirt.

2. Number Review

The following list contains 25 numbers, each consisting of a numeral plus a measure. For each item in the list, make up a question in Malay using the expression just as it appears. Practice the sentences to yourself out loud.

1. *tigĕ ekor*
2. *sĕglas*
3. *nam bijiq*
4. *sĕdozen*
5. *spotong*
6. *duĕ pinggan*
7. *nam batu*
8. *duĕ lay*
9. *spasɔng*
10. *duĕ kĕpeng*
11. *tigĕ ringget*
12. *duĕ potong*
13. *tigĕ bijiq*
14. *limĕ batu*
15. *satu pinggan*
16. *nam lay*
17. *schawan*
18. *ĕmpat batang*
19. *sploh ekor*
20. *duĕ glas*
21. *satu kĕpeng*
22. *tigĕ dozen*
23. *satu ekor*
24. *stĕngah dozen*
25. *smilan pasɔng*

3. Word Review

The following list consists of all the Localizers that you have thus far received. Make up sentences containing these words.

atas	*bawah*	*tĕngahtĕngah*
tĕpi	*dĕpan*	*blakang*
sĕblah	*sĕblah-kanan*	*sĕblah-kiri*
luar	*tĕngah*	

4. Sentence Review

Proceed here just as you did in the other Sentence Review. Consider the meaning of each English sentence, and then make up a Malay sentence that says the same thing. Do not write anything down.

1. Can I borrow your pencil?
2. What year is this (year)?
3. Today is the twenty-ninth of January.
4. I'm not ready to go downstairs.
5. Yesterday was not the nineteenth.
6. When you leave, please close the door.
7. When I get up in the morning, I like to brush my teeth first.
8. Before I was a cook, I was a waiter.
9. Did you come here alone?
10. When I combed (my hair) this morning, I used a comb that I bought yesterday.

11. At what barber shop are you going to get your haircut?
12. That house is a little higher than this one.
13. Do you want me to get your garment at the dry-cleaners?
14. Which one did you put in that room?
15. I put it on the floor near the sink.
16. He doesn't feel like going out tonight.
17. I'm going to stop off at the laundry for a while.
18. Who's next? I am.
19. Did you get a close haircut?
20. Do you want a shampoo?

21. Please use a razor that is a little sharper than this.
22. When I'm getting a shave I don't move around.
23. I almost cut your ear just before.
24. Why is your hand bleeding?
25. That knife hit it slightly just before.
26. Is that woman your aunt?
27. They stayed there five days.
28. What did you take to get here?
29. When you arrive at Singapore, telephone me.
30. How do you know they came the day before yesterday?

31. My older sister sent my father a telegram.
32. At what time are you going to meet them?
33. Have you already gone to see the sights in this city?

34. Did you come here by airplane or ship?
35. My country is five thousand miles from here.
36. Did you take them to the botanical gardens yesterday?
37. There are no rickshas in my country.
38. When my father comes back from work he takes a trolley.
39. Let's take the bus.
40. How old are you?
41. I'm twenty-four years (old).
42. How many brothers and sisters do you have?
43. How many horses do you have? I have five horses.
44. That's my cousin's house.
45. I'd like to introduce you to my father.
46. I came from there in 1942.
47. Did you come here for pleasure?
48. Please get me a different towel, a clean one.
49. Are you going to take a walk alone?
50. Today is not Monday.

5. Listening Test

This section is to be a True-False test, as in Unit 6. You should prepare for it by taking a sheet of paper and writing down on it the numbers from 1 through 68. When this is done, the Guide or the speaker on the phonograph records will read sixty eight statements in Malay. Each will be identified by its number, and will be spoken twice. If it is true, mark a capital T after the number on your sheet corresponding to the statement; if it is false, mark a capital F after the number. If you understand the Malay, you will have no trouble in deciding whether to mark T or F.

After you have finished the test, the Leader will go through it with you and give you the answers. If you got 54 or more answers right, you have done well. If you got less than 54 you need more practice in listening to spoken Malay.

To the Leader: Handle this section as you did the corresponding section in unit 6. The phonograph records containing this test are Records **23A, 23B** and **24A.** The answers to the test are in the Guide's Manual.

6. Listening In

(Comprehension Test)

To the Leader: Following are sets of questions on short conversations which are to be read by the Guide or the phonograph records. Have the Guide read (or play on the record) each conversation through twice. Then have the members of the group read and answer the questions listed below for the particular conversation. Insist on complete answers. If you are in doubt as to the correct answer see the back of the Guide's Manual.

Listen to the Guide or the phonograph record as each one of the conversations is read. It will be repeated twice, so listen carefully the second time for anything you didn't catch the first time through. Then be prepared to answer in Malay, on the particular conversation, the questions listed below. If you cannot do this without hesitation you need to review the previous Listening Ins.

QUESTIONS

Record 24B, beginning.

Conversation 1.

1. *choraq yang apĕ-macham spatu yang si smet naq bli itu?*
2. *brapa argĕ ñĕ spatu yang diĕ naq tengoq itu?*
3. *apĕ-macham rasĕ ñĕ spatu yang si smet chubĕ dulu?*
4. *brapĕ saes ñĕ spatu yang si smet chubĕ kĕndyan?*
5. *apĕ-macham rasĕ ñĕ spati yang itu?*

Record 24B, after 1st spiral.

Conversation 2.

1. *si daot tu piker kmejĕ itu bagos?*
2. *brapa argĕ ñĕ sĕlay kmejĕ yang si smet naq bli?*
3. *brapĕ lay kmejĕ si smet bĕli?*

Record 24B, after 2nd spiral.

Conversation 3.

1. *bilĕ si-mat tañĕ, si mahmot sudah syap?*
2. *apĕ si mahmot naq bwat dulu?*

3. *apĕ kabar ñĕ anaq si mahmot?*
4. *bilĕ si mahmot bĕgunteng?*
5. *di manĕ si mahmot pĕgi bĕgunteng?*
6. *si mat pĕgi bli apĕ?*

Record 24B, after 3rd spiral.

Conversation 4.

1. *pukol brapĕ si mat baleq?*
2. *kĕnapĕ si daot tu taq dĕngar si mat masoq?*

VOCABULARY FOR PART TWO

The following list includes the words that have appeared in the Basic Sentences of Units 7–11, as well as the supplementary words presented for study in the Commentaries to these Units. Words listed in the Vocabulary For Part One (Unit 6) are repeated here only if they have appeared in a new use or with a new meaning.

At the end of each entry there is a reference to the Unit and Section in which the word or expression was introduced for the first time; for instance, the reference '7B' means that the word occurred first in the Basic Sentences of Unit 7, Section B. If the abbreviation 'Comm' appears after such reference, it means that the word appears in the commentary of that section.

abang-ipar: spouse's older brother 11B Comm
abeskan: finish 11B
adeq-ipar: spouse's younger brother or sister 11B Comm
adeq-jantan: younger brother 11B Comm
adeq-prĕmpwan: younger sister 11B Comm
aer-batu: ice 8B
ahli: wife 10A
ajaq: take out 11A
ajat: wish 9A
ambeq: take 9A
ambeqkan: get for someone else 8B
anaq-konchi: key 9B
anaq-mnantu: child-in-law 11B Comm
anaq-sĕdarĕ: nephew or niece 11B Comm
anjeng: dog 11B
antarkan: take (to a place), deliver 10A
antarkan dobi: to take to the laundry 10A
ari-ahat: Sunday 9B
ari-bulan: date 9B

ari-jěmahat: Friday 9B
ari-kames: Thursday 9B
ari-minggu: Sunday 9B
ari-rabu: Wednesday 9B
ari-saptu: Saturday 9B
ari-slasě: Tuesday 9B
ari-snen: Monday 9B
asah: sharpen 10B
ayam: chicken 8A
bachě: read 11B
bagi: give 7B
bagobagos: well 7B
bagos: good 7A
baju: garment 10A
bangon: get up 9B
bapaq-měntuě: father-in-law 11B Comm
bapaq-sědarě: uncle 11A
barang: thing 7B
barangbarang: things 7B
bas: bus 11A
batu: mile 8A
bawaq: bring 8B
bayar: pay 11B
bechah: ricksha 11A
běchukor: get a shave, shave oneself 10B
bědarah: bleed 10B
běduě: be two in number 9A
běgini: like this 8B
běgraqgraq: move around 10B
běgunteng: get a haircut 10A
běrseh: clean 8B
běsikat: to comb the hair 10A
bětawi: Batavia 11A
biken: do 8B
bileq-mandi: bathroom 9B
bini: wife 10A
biru: blue 7A
biseng: noise 9B
bros-gigi: toothbrush 10A
buku: book 11B
bulan-jěnawari: January 9B
bulan-pebawari: February 9B
bulan-mach: March 9B
bulan-éprel: April 9B
bulan-me: May 9B
bulan-jon: June 9B
bulan-julay: July 9B
bulan-ogos: August 9B
bulan-sěptembar: September 9B
bulan-oktobar: October 9B

bulan-nobembar: November 9B
bulan-disembar: December 9B
bungĕ: flower 11A
bungkoskan: wrap up 7B
bwahbwah: various kinds of fruits 8B
bwah-anggor: grapes 8B
bwah-klapĕ: coconut 8B
bwah-limaw: lemon 8B
bwah-limaw-manes: orange 8B
chĕrot: cigar 8B
choraq: color 7B
chuchi: wash 10A
chuchu: grandchild 11B Comm
dageng-lĕmbu: beef 8A
dapat: receive 11A
dari-padĕ: from 7B
datoq: grandfather 11B Comm
datoq-neneq: grandparents 11B Comm
dozen: dozen 7B
dudoq: stay 11A
ekor: tail 11B
ĕndaq: desire 7A
gambar: picture 11A
garam: salt 8B
garpu: fork 8B
gigi: tooth 10A
glas: tumbler 8B
goreng: fried 8A
gosoq: rub, polish 10A
gulĕ: sugar 8B
ibraem: Abraham 8A
idong: nose 10B
ijaw: green 7B
ikan: fish 8A
ingat: remember 11B
itam: black 7B
jadi: so 10B
jangan: don't 8A
janggot: beard 10B
jual: sell 7B
kakaq-ipar: spouse's older sister 11B Comm
kali: a time 11B
kapal-tĕrbang: airplane 11A
kari-ayam: chicken curry 8A
kĕbon-bungĕ: botanical gardens 11A
kĕday-dobi: laundry 10A
kĕday-gunteng: barbershop 10A
kĕday-nasiq: restaurant 8A
kĕday-spatu: shoe store 7B
kĕday tĕmpat-chuchi-strĕ: cleaning store 10A

kěně: hit, contact 10A
kěpalě: head 10B
kěpeng: piece 8A
kěrtas: paper 9B
kěrtas-tules: writing paper 9B
kirem: send (communications only) 11A
kmejě: shirt 7A
knalkan: introduce 11B
kopi-o: black coffee 8B
kopi-susu: coffee and cream 8B
kosong: vacant, empty 9A
kotor: dirty 8B
kras: hard, resistant 10B
kratas: (to) upstairs, upward 9A
kretě: wagon, car 11A
kretě-sewě: taxi 11A
kudě: horse 11B
kuneng: yellow 7B
kurang: less 7B
kwasě: control 9A
kwehkweh: various kinds of cakes 8B
kwehlapes: a special kind of layer cake 8B
lachi: drawer 9B
ladě: pepper 8B
laen: different 8B
laki: husband 11B Comm
laman: lawn (in front of house) 11B
lampu: light 9B
laoq: cooked food (other than rice) 8A
lay: one (measure for flat pliable things) 7A
lěmbu: cow 11B
lěpas: after 11B
lorong: street 8A
lorong: hall, passageway 9B
lupě: forget 8B
macham: like 7B
machammacham: various kinds 8A
mahal: expensive 7B
makannan: food 8A
makan-angen: go for pleasure (eat-wind) 11B
malammalam: nights 9B
malas: lazy 10A
mandi: bathe 10A
maq: mother 11A
maq-měntuě: mother-in-law 11B Comm
maq-sědarě: aunt 11A
masě: time 8A
matě: eye 10A
malokah: automobile 11B
mejě-tules: desk 9B

mĕntegĕ: butter 8A
merah: red 7B
minggu-dulu: last week 11A
mukĕ: face 10A
murah: cheap 7B
naeq: ascend 9A
naeq: to ride on 11A
nanti: later 8B
nĕgri: a country, state 11A
nĕnas: pineapple 8B
neneq: grandmother 11B Comm
padamkan: extinguish, put out 9B
pagipagi: early in the morning 9B
pakay: wear 7A
pakayan: clothes 7A
panggang: roast 8A
panjang: long 10A
pasang: pair 7B
pasang: put in operation 9B
patol: fair 7B
pĕdeh: smart 10A
pendeq: short 10A
pĕnganten: bridal couple 11B Comm
pĕnganten-baru: newlywed(s) 11B Comm
pĕnganten-jantan: bridegroom 11B Comm
pĕnganten-prĕmpuan: bride 11B Comm
pengsel: pencil 9B
pinjam: borrow 9B
pisang: banana 8B
pisaw: knife 8B
pisaw-chukor: razor 10B
pleqpleq: interesting 11A
podar-gigi: tooth powder, tooth paste 10A
pokoq-kayu: tree 11B
ponteng-pen: fountain pen 9B
pukol talipon: call on the telephone 9B
pulaw: island 11B
pulaw-pinang: Penang 11B
puteh: white 7A
rambot: hair (on head) 10A
rĕndah: low 10B
rosaq: out of commission 9B
rumah-sewĕ: rooming house 9A
sabon: soap 10A
saes: size 7A
sanga!: very 7B
sapu-tangan: handkerchief 7B
sayor: vegetable 8A
sayor-sayor: various vegetables 8A
schawan: a cup 8B

sĕbijiq: a round thing 8B
sĕdang: medium 10B
sĕdarĕ: relative 11B
sĕdozen: a dozen 7B
sempang: cross roads, crossing 7A
sĕñap: quiet 9B
sĕndiri: alone 11B
sewĕ: rent 9A
sikat: comb 10A
singlet: undershirt 7B
skolah-gambar: museum 11A
slay: a, one (flat pliable thing) 7A
slwar: trousers 7B
slwar-pendeq: shorts 7B
smalam-kmaren: day before yesterday 11A
sminggu: a week 9A
sorang: one person 10A
spasang: a pair 7B
spasang baju: a suit 11B Comm
spatu: shoes 7B
spinggan: a flat dish 8A
spotong: a slice, a cut 8B
spupu: (first) cousin 11A
sratus: 100 7A
sribu: 1000 7A
sringgit: a dollar 7A
stoken: stockings, socks 7B
strĕ: silk 10A
sudu: spoon 8B
surat: letter 9B
surat-kabar: newspaper 11B
syap: ready 9B
tajam: sharp 10B
taligram: telegram 11A
tambang: fare 11B
tangan: hand 10A
tarohkan: put 10A
teh: tea 8B
tĕkĕnĕ: hit, contact (accidentally) 10B
tĕlampaw: very, excessively 10B
tĕlingĕ: ear 10B
tĕmpat-chuchi-mukĕ: sink, wash stand 10A
tĕmpat-mandi: bathtub 9B
tĕngah: middle 9B
tengoqtengoq: look around 7A
tĕpotong: cut unintentionally 10B
tĕrbang: fly 11A
tinggi: high 10B
topi: hat 7B
trem: trolley 11A

tukang-gunteng: barber 10B
tukang-playan: waiter 8B
tules: write 9B
tumpol: dull 10B
tunggu: wait 9B
tutop: close, shut 9B
twalĕ: towel 10A
twan-rumah: landlord 9A
ujong: end 9B
umor: age 11B
unjoqkan: to hand over 8B
wap-kapal: wharf, pier 11A
yang-laenlaen: others 7B
yang-manĕ: which 7A